

Curriculum for Kindergarten

(Age 4 – 6)

General Outcomes for Listening and Speaking

By the end of Kindergarten, students should be able to:

1. listen to a variety of material for personal response and enjoyment
2. listen to get and speak to give information
3. listen to discriminate between the sounds of the English language and use the sounds of English productively in their speech
4. use language for interaction / interpersonal and transactional purposes
5. use language effectively for school purposes – to talk about concepts from cross-curricular subjects

Domains and Categories	Specific Learning Outcomes: Knowledge, Skills and Attitudes <i>By the end of Kindergarten students should be able to:</i>	Sample Activities <i>The activities listed here constitute a sample that may be used as appropriate for selected outcomes. They are not matched one-to-one with the learning outcomes in the section. Teachers should supplement these with other activities.</i>	Suggested Resources <i>The resources listed may be used with a range of the activities indicated. Teachers may select those most appropriate to a given activity.</i>
I. Listening and Speaking			
A. Listen and speak for personal response and enjoyment	<ol style="list-style-type: none"> 1. listen to stories read to them 2. listen to and sing songs taught in class 3. listen to and show their enjoyment of songs, poetry (limericks), drama, stories by participating in individual and choral recitation 4. show pleasure in and respond in various ways to stories, poems, songs, jingles and rhymes listened to; e.g. artwork, role plays, miming, singing, reciting 5. talk about the stories, rhymes and poems that are read to them and that they read 6. retell favourite and familiar stories 7. talk about subjects that are of interest to them, e.g. favourite pastimes, pets etc. 	<ul style="list-style-type: none"> • Use big books to read to children and encourage them to follow. • Introduce project activity in which children create their own big books with pictures. • Read to the children and engage them in choral and individual oral reading of familiar books. • Elicit personal responses to the books the children have read or listened to by having them draw, paint, role play. • Encourage children to talk about their favourite characters. • Use role plays for a variety of purposes that allow for language practice; e.g. simulate real life situations – at the post office / the bank etc. Have children pretend to be a favourite character they have read about. 	<ul style="list-style-type: none"> • A collection of interesting literature, including story books, poetry, informational books etc. • A tape recorder. • Tape recorded versions of poems, stories, rhymes, etc. (Teacher can create some tapes to supplement). • Big oversized books that can be used with small groups or the whole class. • A reading center where children have easy access to books and can listen to taped stories as they follow along in the text. • An interesting selection of non-fiction material (about the world, how things work etc.) • Picture story books without text so children can make up their own versions of the story
B. Listen to discriminate between the various sounds in the environment	<ol style="list-style-type: none"> 8. identify various sounds and associate them with their origin 9. discriminate between sounds that 	<ul style="list-style-type: none"> • Have children listen to tape recordings of various sounds and identify them. • Provide a context for sounds, e.g. from 	<ul style="list-style-type: none"> • Tape recordings of various sounds; e.g. animal sounds, nature sounds and sounds made by various objects.

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	<p>are: soft / loud; near / far; gentle / harsh; scary / soothing; high / low</p> <p>10. identify and discriminate between sounds made by specific selected objects in the environment</p> <p>11. indicate the approximate direction and distance of sounds listened to</p>	<p>stories.</p> <ul style="list-style-type: none"> • Teach children to play back tapes so they can listen to stories which evoke sounds while they follow in their books. • Have children listen to sounds and identify their location / the direction from which they came 	<ul style="list-style-type: none"> • A selection of story books that make sounds and associate them pictorially with the objects that make them.
<p>C. Listen to discriminate between the sounds of the English language and speak to use the sounds of English productively</p>	<p>12. identify specific sounds in initial, medial and final position in words</p> <p>13. identify rhyming sounds and make up rhymes and rhyming patterns</p> <p>14. identify and articulate the sounds of the letters of the alphabet</p> <p>15. listen to detect common sound in a group of words</p> <p>16. use different sentence patterns of English in oral presentations</p>	<ul style="list-style-type: none"> • Select books with stories / poems that emphasise the sound patterns focused on in class. Repeat selected readings from these texts to let children become familiar with these sounds. • Use materials with words that have similar patterns (beginnings and ends). • Use rhymes, rhythmic poems that highlight rhyming patterns. • Have children sing songs that emphasise sounds in patterns, rhymes, etc. • Introduce letter sounds and use read aloud opportunities to teach them in context. • Encourage children's efforts to practise naming the letters of the alphabet and their corresponding sounds. • Select literature (stories, rhymes etc.) that 	<ul style="list-style-type: none"> • Literature with rhymes and word groups that rhyme. • Wall charts with letters and pictures representing sound that is emphasized. • Tapes with music, songs with rhyming pattern • Selected books with stories / poems that emphasise the sound patterns focused on in class.

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		<ul style="list-style-type: none"> incorporate the sounds that the children are learning provide appropriate meaningful contexts for children to practise sound / symbol correspondence 	
D. Engage in social interaction / interpersonal communication	<ul style="list-style-type: none"> 17. listen attentively during conversations, take turns and respond appropriately 18. listen to a simple message to determine the gist of it and to reproduce the message accurately 19. listen courteously in conversational exchanges and respond courteously 20. identify obvious variation in tone of voice (e.g., anger, sadness) in stories listened to, in recordings and in actual conversation 21. interpret the posture, facial expressions and gestures displayed by a speaker 22. adjust tone appropriately depending on the listener, situation and context 23. speak in a forthright manner 	<ul style="list-style-type: none"> Role play, e.g. simulate different situations and have children pretend to be different participants in these situations. Also role play favourite and familiar selections from stories. Organize project work in which children make puppets representing characters in stories they read / that are read to them. Organize small group and whole class interactions in which children share their news (e.g. what happened on the weekend / what I did on the day off from school); take down the dictated news. Organize whole class composition activities based on news given by the children and have them illustrate these compositions. Provide opportunities for students to talk about important school events or other events in the community of relevance and interest to them. 	<ul style="list-style-type: none"> Felt or cloth, Bristol board, coloring pencils and paints. Audio and video recordings of community events / festivals and other celebrations. Puppets. Old telephones. Centres, i.e. areas in the classroom designated for various activities. These can be developed over time (e.g. a post office a reading centre with a good selection of reading materials, including children's magazines; a dress-up centre etc.).
E. Listen to get and speak to give	<ul style="list-style-type: none"> 24. ask questions to elicit information 	<ul style="list-style-type: none"> Organize show-and-tell activities in which children talk about something of their 	<ul style="list-style-type: none"> Visuals (pictures, picture series, realia) to generate discussion among students.

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information	25. follow simple oral instructions and directions 26. give information in response to questions asked 27. talk about an event or subject of interest 28. give simple directions 29. give oral instructions on how to make or do something 30. recount a familiar event or happening to the class 31. express an opinion (e.g. about a story they have read) 32. describe objects and places with which they are familiar	choice. <ul style="list-style-type: none"> • Organize sharing of news each day and have children ask each other questions about their news. • Use daily weather and news reports of relevance to the children. • Organize small group project work which will engage children in cooperative work and have groups present their projects to the whole class. • Invite people from the community to talk to the children about their work. 	<ul style="list-style-type: none"> • Centres to encourage ‘finding out’ / research activities. • Newspaper stories of interest to the age group (e.g. the children’s section of the Sunday paper), clippings from children’s magazines. • Flexible classroom arrangements to allow for pair work, small group and whole class activities.
F. Build a repertoire of words to communicate orally for different purposes	33. use words appropriately to express ideas and feelings; to convey information / messages; talk about news and literature they have read 34. use appropriate words to refer to colours and words that refer to size, shape, location, quantity 35. use sensory words to describe	<ul style="list-style-type: none"> • Organize (treasure – seeking) games using clue cards with words (large print e.g. UNDER) and pictorial representation of place or object where the treasure is located. Vary the clues using visuals and words. Allow the children to work in teams to solve the problem and find the hidden object. • Build word families on Bristol board, (have 	<ul style="list-style-type: none"> • Paints, crayons, pencils, construction paper, drawing paper, scrap paper e.g. computer paper with print on one side. • Large colourful charts of the body and appropriate material from other content areas to encourage meaningful talk and to organize project work. • Coloured blocks and containers.

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	objects, pets etc. 36. name body parts 37. use action words to describe movement 38. use words related to relevant content areas to talk about the subject matter in these areas 39. use words related to themes and topics worked on to talk about these topics in class-sharing activities and discussions 40. ask for clarification of words that they do not understand in conversations or stories listened to	children) add to the chart or print in their journals as they learn new words through listening and “reading” activities; develop word families based on themes dealt with. <ul style="list-style-type: none"> • Have children use paints and coloured pencils to draw their stories or illustrate those which teacher has written down for them. • Have children use blocks to build structures and describe what these are to their classmates. • Develop project work based on interesting subjects encountered in readings e.g. the planets, the environment, animals etc. • Develop a class Word Bank in which new words encountered in reading are recorded with their meanings. Have children select words that are unfamiliar from the stories read to them and include these in the bank. Encourage the children to use these words in their oral presentations. Use an attractive format to display the words in the bank. This activity can be linked to the word families developed by the class 	<ul style="list-style-type: none"> • A variety of literature (e.g. poems) selected for their power of description and sensory appeal. • Material to continue developing activity centres in the class e.g. topics related to the environment (the sea around us, animals and their habitats, the planets in our solar system etc). Include a mathematics centre. • Clear wall space for displaying charts – word families, project work etc.
G. Listen and speak to practise using school language	41. listen to determine and then to express the gist of a story	<ul style="list-style-type: none"> • Organize show-and-tell activities in which students talk about a subject of their choice. 	<ul style="list-style-type: none"> • Interesting reading material that sparks the imagination e.g. poems by Shel Silverstein, Pamela Mordecai; stories

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	<p>42. listen to predict the outcome of a story</p> <p>43. listen to distinguish between make believe (fantasy) and reality in stories and the accounts of events</p> <p>44. listen to follow simple instructions</p> <p>45. listen to information (and to stories) for the purpose of retelling it (them)</p> <p>46. give simple instructions and directions</p> <p>47. make a simple oral presentation to the class with confidence</p> <p>48. show that they understand the content (ideas, sequence of events, relationships between events, information) in selections that they listen to by answering questions appropriately and also by asking questions about these materials</p>	<ul style="list-style-type: none"> • Encourage students to use sensory words in their descriptions. • Read a story, stop at an appropriate point before the end and ask the children to predict ending. Encourage discussion of various endings given; have individuals explain why they decided on a particular ending then compare with the story's given ending. • Use explanatory and information passages from other content areas for discussion and project work. • Build project work around themes and select readings and activities that support the theme of the project. • Focus other content areas on the themes selected for these projects. • Build in manageable "research" / finding out activities as groups work on themes. Have groups report orally on their progress and projects. • Devise a game in which the same message is transmitted by different students; check the accuracy of the message after the last 	<p>by Maurice Sendak e.g. <u>Where the Wild Things Are</u>; <u>The Nutmeg Princess</u> by R.K. Douglas; <u>The Red Petticoat</u> by Ester O'Neill; fables, fairy tales etc. See the <u>Teachers' Guide</u> for additional suggestions.</p> <ul style="list-style-type: none"> • Glue, construction paper for collages. • A "mystery" box. • Various manipulatives. • A children's encyclopedia – suitable for age group. • Text / chart selections with information depicted pictorially.

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		<p>person gets it</p> <ul style="list-style-type: none"> Use a “mystery” box for descriptive, imaginative oral work; have the students imagine what is in the box and describe it 	
H. Speaking with good enunciation, pronunciation, clarity	<p>49. use appropriate / acceptable intonation patterns for different sentence types</p> <p>50. pronounce words in their repertoire as clearly as they can</p> <p>51. speak with confidence</p>	<ul style="list-style-type: none"> Provide adequate opportunities for oral practice of the language through choral speaking; short presentations by the students in show-and-tell; group oral reports on their projects etc. Schedule activities every day for the sharing of news and for expressing personal responses to the literature read. Use role plays productively for presenting characters and for encouraging the use of school language. 	<ul style="list-style-type: none"> Recordings of poems and stories. Rhymes and songs with rhyming patterns that emphasise the letter / sound relationships that children are learning. Alphabet charts with pictures / symbols that indicate the sounds of the letters. The teacher as the most important resource to provide good models of the language for the learner at all times.
I. Attitudes for developing effective listening and speaking abilities	<p>52. listen attentively in conversations and read aloud sessions and respond appropriately when required to do so</p> <p>53. show willingness to take part in class activities involving oral work. Share with classmates in whole class and small group contexts</p> <p>54. indicate a positive attitude in sessions organized to practise the</p>	<ul style="list-style-type: none"> Provide specific feedback to help students learn new information. Give positive reinforcement for things well done. Model (attentive) listening and speaking behaviours. Provide good models for language in interactions with students. Use more educational talk (i.e. talk about 	<p><i>Teacher as a primary resource to:</i></p> <ul style="list-style-type: none"> act as a scribe when needed to take down children’s dictated stories, messages or to write down their ideas expressed orally interact with each child in one-on-one conversations and provide much needed practice, especially for those children whose native language is not English develop print rich classrooms and

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	<p>use of Standard English for school purposes</p> <p>55. show willingness to express their ideas, views and opinions on a range of subjects relevant to their age level</p>	<p>the content of lessons, the work being done in class and the children's progress) as opposed to strictly managerial talk (i.e. giving directives for behaviour / spending most of class time on this type of communication) with the children.</p> <ul style="list-style-type: none"> • Engage in meaningful talk with the children about the tasks that they are given. Always ensure that they understand what is expected of them. • Listen carefully to the children's language, particularly in class presentations, to monitor their acquisition and use of school language. Use that information to plan for individual and group instruction. • Initiate one-on-one conversations with each child in the class and work with individual children to help them overcome specific problems thzt they may encounter (this can be done in conferencing sessions). • Plan activities for children to use oral language in different situations and for different purposes. • Foster a nurturing atmosphere in the classroom in which the children can develop trust and confidence. 	<p>interesting activity centers to engage the students in meaningful tasks.</p>

II. General Outcomes for Reading

By the end of Kindergarten students should be able to:

1. demonstrate knowledge of how books work
2. recognize the letters of the alphabet and show that they know some sound – symbol relationships
3. show that they can understand pictorial information and the texts that are read to them
4. use their background knowledge to help them construct the meaning of the texts that they read
5. express a personal response to the literature that is read to them or that they can read
6. recognize and use a repertoire of high frequency words at their level
7. show an interest in and a curiosity about books.

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II. Reading			
A. Knowledge of how books work	<ol style="list-style-type: none"> 1. hold a book the right way up 2. use appropriate words to refer to the parts of a book e.g. spine, cover, page 3. identify title and author name on the cover and title page 4. use appropriate words to refer to the organisation of text in books suited to their level; e.g. letter, word, sentence, paragraph, picture / illustration 5. (use finger to) indicate directionality of print - left to right, return sweep of text; and from top to bottom 6. identify the beginning and end of a book 	<ul style="list-style-type: none"> • Use big books for whole class and group reading activities. Refer to the parts of a book and the text as a natural process in the context of the reading activity (do not have children repeat as a drill). • Help children to locate the title, author and illustrator on the cover and title page. • Model reading behaviour with normal sized books; model the right way to hold a book. • Read to the children and have them “read” familiar books with / to you (teacher), to each other in small groups and as a class. Read while they are reading. • Talk about and encourage children to talk about the illustrations in a text so that they can see how the illustrations contribute to meaning. • Organise projects in which the children make their own books and illustrate them • Organise finger plays and games 	<ul style="list-style-type: none"> • A variety of books suitable for the age group. A good sample of children’s literature. • Some big books for reading activities in small groups and as a whole class with teacher. • A reading centre with good literature books and children’s magazines to which children can have access. • Construction paper and other ‘scrap’ paper for children to make up their own books. • Pencils, crayons and paints for picture illustrations.

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B. Word recognition and decoding strategies	<p>7. show that they recognise and can name the letters of the alphabet</p> <p>8. demonstrate that they know letter - sound relationships</p> <p>9. identify sounds at beginning and end of words</p> <p>10. match upper case with lower case letters</p> <p>11. recognise and interpret high frequency consonantal blends as they occur in words in (their) reading material</p> <p>12. identify rhyming sounds and groups of letters (words) that correspond to these sounds</p> <p>13. recognise and identify word boundaries</p> <p>14. use word length and shape of words as clues to help with decoding</p> <p>15. identify differences in word length</p> <p>16. match spoken word with printed</p>	<ul style="list-style-type: none"> • Point to the text in books as you read to the children. • Identify and clarify phonetic and graphemic relationships (letter / sound correspondences) in words during reading. • Teach phonics in the context of reading; allow for practice of patterns in texts (stories, poems etc. in which they are emphasized). • Have children articulate the sounds of individual letters and letter combinations that they find difficult as they read. • Have children make individual /class alphabet book. • Organise read aloud activities every day. • Include alphabet charts in the reading centre and include several activities that reinforce alphabet names and letter sounds. • Set aside time for individual quiet reading each day. • Organise reading conferences with students. 	<ul style="list-style-type: none"> • Colourful and interesting alphabet charts, alphabet cards and magnetic alphabets. • Books with large print. • Oversized books for group reading activities. • Tape recordings of books that children can listen to while they follow in their texts (this can be set up as an independent activity in the reading centre. Teacher can create these or have someone read with expression and record). • A simple tape recorder that children can use to play the recordings of stories. • Books with pictures on cut squares over relevant words. Children lift the picture and find the print representation underneath. • Colour charts with objects that represent particular sounds and blends /clusters / digraphs • materials which children will use to

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	<p>word</p> <p>17. point to known words in text</p> <p>18. use picture clues to help interpret the meaning of a string of words in a text</p> <p>19. identify his /her own name in print</p> <p>20. identify the same word in different contexts</p> <p>21. use individual letter and letter clusters as clues to decoding words</p> <p>22. recognise known / familiar words</p>	<ul style="list-style-type: none"> • Use materials that allow the children to fill in a missing word in a sentence covered by a representative picture. • Allow time for the children to draw / (create) and colour pictures from reading material. • ‘Publish’ children’s work by displaying their stories on the wall or collate them in a class collection. • Use games for some word identification tasks and to help reinforce concepts learned. 	<p>draw, colour and paint.</p>
C. Understanding and responding to texts and developing critical thinking	<p>24. recount the story told by a picture or by pictures in a series</p> <p>25. use a different format, e.g. drama or puppet show to retell a familiar story</p> <p>26. use the illustrations in a story to talk about it or to retell it</p>	<ul style="list-style-type: none"> • Engage the children in meaningful discussion about the pictures and stories during shared reading activities. • Have the children draw pictures of characters in a story. • Work with the children on making big book versions (illustrated) of their favourite stories. 	<ul style="list-style-type: none"> • For emergent readers have a selection of books (familiar stories) with one or two lines in large print. • Have a good selection of books with large print and (colour) illustrations • As children develop as readers have a selection of books with more text and more complex sentences.

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	<p>27. use pictures in a series to construct a story</p> <p>28. identify the main part of a story</p> <p>29. connect ideas and events in pictures in sequence (that represent a story)</p> <p>30. explain and use appropriately in story telling as well as in discussions about stories terms such as <i>Once upon a time, a long time ago, happily ever after, character, hero, villain</i></p> <p>31. use their knowledge of story structure to understand and talk about new stories that are read to them / that they read</p> <p>32. use their prior knowledge to help them understand new information that they encounter in their reading</p> <p>33. use topics, titles and illustrations as clues to predict the subject matter / events and endings of a story</p>	<ul style="list-style-type: none"> • Collect selections from different genres (poetry, stories, jokes, riddles) based on a theme and have children make a class book. • Have children reflect on their responses to stories by making (a) picture(s) about them. • Make recordings of stories with sound cues (e.g. tinkle of bell) for turning pages; let children use the recordings as they follow in their books during independent reading. • Have children listen to and read along with a taped story. • Make up a colourful graphic organizer to represent the generic structure of story (a story grammar) suited to this level. Use the story grammar (graphic organiser) as a basis for having children talk about new stories that they read. • Work with children on creating a time line with pictures of events in a story (sequenced). 	<ul style="list-style-type: none"> • Texts for more fluent readers. • Forms for checking a child's reading - use these to monitor and determine progress and readiness for more challenging books. • Texts for read aloud sessions that have a high interest appeal for the children's enjoyment and personal response. • Large writing pads or drawing books that they can use as journals. • Video recordings of favourite stories to be used after children have read stories - can also be used to compare the print and visual versions. • A suitable selection of informational texts from other content areas e.g. about animals, their habitats - texts that explain how to make things (e.g. puppets or masks for their characters)

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	34. make up alterative endings for stories		
	35. match pictures with the corresponding sentences that present the events in a story 36. draw pictures to represent, in the appropriate sequence, a story that they have read 37. express their responses / views about what they have read	<ul style="list-style-type: none"> • Activate the children’s prior knowledge about the topic before reading. • Use a semantic map or web as a means of activating the children’s schemata (prior knowledge) before they read. • Use queries before reading, during reading and after reading e.g. What do you think this story will be about? What does this picture tell you about X or Y? • Have children make bookmarks depicting their favourite characters. • Make wall murals depicting scenes from favourite stories. This can be developed as a class or small group project • Teach children how to use strategies to solve problems they encounter in reading; e.g. use a query that will help them to focus on what they can do to overcome their misunderstandings. 	<ul style="list-style-type: none"> • Texts that present knowledge or information i.e. how- to texts for this level. Teacher can use these as a resource for projects related to reading activities e.g. a cooking project. • A poetry corner in which children can find samples of different types of material e.g. rhymes, jingles, limericks, poems and tapes with recordings of these. • A ‘drama’ corner which can be developed as children create puppets and character ‘masks’ etc. for their role plays or acting out of stories. • Ticky tack for children to mount their cutouts on the walls. • A display / publishing corner / centre where children can put up their stories / visual representations of stories for sharing.

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		<ul style="list-style-type: none"> • Teach them useful strategies for decoding. • Use story presentations or role plays. • Give children specific feedback when you talk to them about their reading. • Read to them and provide support to help them construct text meaning. • Have children pretend to be characters in a story and role play scenes. • Have children keep journals in which they can draw / 'write' based on the stories they read (writing may be scribbles, individual letters representing a word etc.). 	
D. Vocabulary Development	<p>38. identify their own names in print and recognise the names of friends / classmates</p> <p>39. recognize and identify colour terms and associate terms with the appropriate colours</p>	<ul style="list-style-type: none"> • Have large labels with children's names affixed to their desks or in some designated spot reserved for each child. • Make up a colour chart with colours identified by their names in bold print. 	<ul style="list-style-type: none"> • Cards with individual letters of the alphabet. • Alphabet charts with both upper and lower case letters and with symbols of objects indicating the sounds that the letters represent. • Wooden or plastic building blocks with letters printed on them.

Domains and Categories	Specific Learning Outcomes: Knowledge, Skills and Attitudes <i>By the end of Kindergarten students should be able to:</i>	Sample Activities <i>The activities listed here constitute a sample that may be used as appropriate for selected outcomes. They are not matched one-to-one with the learning outcomes in the section. Teachers should supplement these with other activities.</i>	Suggested Resources <i>The resources listed may be used with a range of the activities indicated. Teachers may select those most appropriate to a given activity.</i>
	<p>40. recognize high frequency words that are related to topical categories (word families)</p> <p>41. recognize some personally significant words in context</p> <p>42. identify familiar words in different contexts</p> <p>43. recognize environmental print, e.g. road signs, symbols, labels etc.</p>	<ul style="list-style-type: none"> • Build word families using organisers like semantic maps (word clusters for words / groups of words that children encounter in reading. These can be extended to include new words and make new groupings as needed. • Use thematic approaches to build new vocabulary through association with known information. • Make examples of environmental signs available; ask children who can to bring in examples of same. • Take children on short field trips where they can observe signs in the environment. Help them to understand their uses. • Use flash cards with high frequency words to develop sight recognition. • Incorporate new words learned from field trips, project and thematic work into group / story account and add to class Word Bank. 	<ul style="list-style-type: none"> • Colour chart with names of colours. • Sheets of Bristol board for making large charts, semantic maps etc. • Some road signs, other environmental symbols and labels. • Strips of Bristol board with names of individual children printed on each one. Labels with children's names. • Clear areas of wall space for showing charts with word families as well as other charts with words related to thematic and other topics • Flash cards with individual words printed on them - i.e. related to themes and topics children are working on. • Exercise books for children to work on their letters. • Large leaf books for use as journals for their 'writing' and illustrations.

Domains and Categories	Specific Learning Outcomes: Knowledge, Skills and Attitudes <i>By the end of Kindergarten students should be able to:</i>	Sample Activities <i>The activities listed here constitute a sample that may be used as appropriate for selected outcomes. They are not matched one-to-one with the learning outcomes in the section. Teachers should supplement these with other activities.</i>	Suggested Resources <i>The resources listed may be used with a range of the activities indicated. Teachers may select those most appropriate to a given activity.</i>
E. Reading and writing connections. Integrating activities	<p>44. express their response to reading through:</p> <ul style="list-style-type: none"> - drawing pictures that depict the story events - writing' (in their own way) about the story - talking about the story with the teacher and their classmates - telling a friend about the story or about an event in the story - retelling the story or part of it - drama / pretend play - pretending to be a character from the story <p>45. tell the story / message depicted in their drawings, pictures, 'writing'</p>	<p>§ Make time for reading and writing every day – in small groups, with the whole class and with individuals.</p> <p>§ Create a print rich environment in which children have access to a variety of texts (including culturally relevant materials) and in which their enjoyment of reading and writing is fostered.</p> <p>§ Encourage talk/ discussion before, during and after reading.</p> <p>§ Have children draw pictures that depict their response to what they read; let them scribble / write about these responses and speak about their representations.</p> <p>§ Teach emergent literacy skills (for reading and writing).</p> <p>§ Introduce phonics in the context of reading and practice letter / sound correspondences in meaningful contexts. Select activities that consolidate and extend concepts encountered in reading.</p> <p>§ Link follow up activities to other domains and content areas.</p>	<p>§ Coloured paper cut in different sizes.</p> <p>§ Pencils, crayons, markers.</p> <p>§ Construction paper of various colours.</p> <p>§ A variety of books, e.g. informational texts, trade books, children's encyclopedia, reference books (e.g. <u>The World Books</u> for children, books about animals, e.g. the <u>Zoo Books</u>).</p> <p>§ Journals in which children write and can look at their own development as writers.</p> <p>§ A centre for publishing /displaying students' work.</p>

Domains and Categories	Specific Learning Outcomes: Knowledge, Skills and Attitudes <i>By the end of Kindergarten students should be able to:</i>	Sample Activities <i>The activities listed here constitute a sample that may be used as appropriate for selected outcomes. They are not matched one-to-one with the learning outcomes in the section. Teachers should supplement these with other activities.</i>	Suggested Resources <i>The resources listed may be used with a range of the activities indicated. Teachers may select those most appropriate to a given activity.</i>
F. Attitude and Interest	<p>46. show an interest in books and a curiosity about books</p> <p>47. point to text while reading and 'read along' (join in orally) when teacher reads familiar stories in small group / with whole class</p> <p>48. participate actively during reading activities</p> <p>49. show willingness to talk about books that have been read to them / that they read</p> <p>50. share ideas and responses about books that they read</p>	<p>§ Read to students every day.</p> <p>§ Select a wide variety of texts for reading to the children.</p> <p>§ Encourage children to join in during the reading of familiar books.</p> <p>§ Encourage the sharing of ideas and responses / comments about the books that they have read and stories they have watched on video or listened to on tape.</p> <p>§ Show that you also enjoy reading.</p> <p>§ Show relationship between spoken and written words as they occur in the context of reading.</p> <p>§ Model good reading behaviours.</p> <p>§ Encourage children to choose books from the centre (or school library) for independent reading.</p>	<p>§ all the resources identified in the foregoing sections</p> <p><i>Teacher as a resource to:</i></p> <p>§ encourage positive attitudes towards reading</p> <p>§ help children develop confidence as readers</p> <p>§ provide guidance when needed about children's choices for reading</p> <p>§ provide a nurturing / non-threatening environment in which children can take risks with their reading to discover their own capabilities</p> <p>§ show his / her own enthusiasm for reading and writing</p> <p>§ engage in activities that develop phonemic awareness</p> <p>§ help children use known information to access information they need but do not know</p> <p>§ teach skills of emergent literacy (both for reading and writing).</p>

III. General Learning Outcomes for Writing

By the end of Kindergarten, students should be able to:

1. use symbols that simulate or represent letters
2. form some letters of the alphabet
3. show that they know that print carries a message
4. assign meaning to their own written symbols
5. begin expressive writing
6. make capital letters and some lower case letters
7. show a developing interest in words and spelling

Domains and Categories	Specific Learning Outcomes: Knowledge, Skills and Attitudes <i>By the end of Kindergarten students should be able to:</i>	Sample Activities <i>The activities listed here constitute a sample that may be used as appropriate for selected outcomes. They are not matched one-to-one with the learning outcomes in the section. Teachers should supplement these with other activities</i>	Suggested Resources <i>The resources listed may be used with a range of the activities indicated. Teachers may select those most appropriate to a given activity</i>
III. Writing			
A. Developing familiarity with symbols	<ol style="list-style-type: none"> 1. imitate writing 2. assign a message or meaning to their own written symbols and read their own writing 3. indicate directionality of text – point to where to begin 4. use letters that they know to represent written text 5. demonstrate the awareness that print carries a message 6. scribble, draw a picture or try to print letters to convey a message 7. draw symbols that simulate letters 8. experiment with the formation of letters – both upper and lower case letters 9. write spontaneously using combinations of lines and curves – simulating letters 10. copy / transcribe letters from a variety of materials 	<p>§ Show children that writing conveys a message.</p> <p>§ Use correct terms for text; e.g. letter, word, sentence.</p> <p>§ Organize activities for the children to use drawing and painting as bases for recording their stories and messages.</p> <p>§ Let the children read the stories and messages conveyed by their drawings and paintings. Write down their dictation of their stories.</p> <p>§ Provide opportunities for the children to share their writing experiences with their classmates.</p> <p>§ Develop tasks that encourage the children to write for self and others e.g. establish journal writing (this may consist of scribbles and pictures). (<i>Writing is mostly for self as opposed to an audience at this stage</i>).</p> <p>§ Introduce children to the way print works and to print conventions (as these relate to the texts they are using).</p> <p>§ Introduce letters and practice using letter</p>	<p>§ All the resources indicated in the foregoing sections.</p> <p>§ Exercise books with large spaces for the children to scribble, write in and to practise their letters.</p> <p>§ Materials to take down the children’s dictated stories and messages (e.g. flip chart / large sheets of paper which can be displayed).</p> <p>§ Drawing materials – paper, pencils, crayons, markers.</p> <p>§ A writing corner with materials which the children can use to prepare their work for display and with picture stimuli and large print stories.</p> <p>§ A good selection of rhymes, poems and other literature.</p> <p>Teacher as resource to:</p> <ul style="list-style-type: none"> - model writing in different contexts - have conferences with individual students to check their progress and

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	11. distinguish the difference between numbers and letters 12. identify numbers and letters 13. demonstrate awareness that written words convey meaning 14. identify letters and letter names 15. read back their own writing scribbles /i.e. tell the message conveyed by their writing 16. leave spaces between their 'word' clusters 17. show a positive attitude towards reading and writing	names in songs, through activities with building blocks etc. § Develop phonemic awareness (i.e. through activities suggested for language awareness with rhyming patterns etc.). § Create a print-rich classroom. Provide lots of interesting reading materials for the children and have them read a lot every day.	help them to set individual goals for reading and writing - help children use what they know to find out what they don't know
B. Spelling Concepts	18. use inventive spelling to represent their words 19. show an interest in words and spelling	§ Encourage writing and trials at spelling. § Teach phonics in the context of reading and sensitize the children to sound symbol correspondence as they attempt to write and have trials at spelling words.	§ Selected resource materials identified in foregoing sections. § Alphabet chart. § Flash cards with letters. § Recordings with alphabet songs / interesting songs using letters. Teacher as a resource to: - show children how to use strategies for sounding out

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			<p>letter combinations as they take risks with trials at spelling</p> <ul style="list-style-type: none"> - build a bank of words.
C. Grammar	<p>20. produce utterances that use the correct grammar of Standard English</p> <p>21. (re)tell a story using sustained English</p>	<p>The emphasis in Kindergarten is on the use of language for the purposes indicated above. Children will become aware of the appropriateness and correctness of language based on their exposure to good models of language as well as through the meaningful practice that is provided in the classroom. This should include all the tasks and activities listed in this curriculum. Children will become good language learners and users if emphasis is placed on:</p> <ul style="list-style-type: none"> a. providing them with several opportunities for meaningful oral practice in which they are encouraged to use the language of the school; b. making available large blocks of time during which they can be read to and in which they read good literature which exposes them to excellent use of the language; c. raising children’s awareness about the differences in expression between their own native languages /dialects and Standard English; 	

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		<p>d. engaging the children in role plays in which they attempt to use the language variety that is appropriate to the context, especially the use of English in different contexts.</p> <p>The following activities will foster the use of language for school purposes:</p> <ul style="list-style-type: none"> § provide a rich experience with language through a wide variety of reading materials § read to the children every day and provide blocks of time in which they can respond to literature orally (and in other formats such as drawing, writing, role plays etc.) § create opportunities for role plays in which children can interact in different simulated situations and have an opportunity to adjust their language / speech <p>§ Teachers own use of language should constitute good models for the children.</p> <p>§ Teachers should not focus on teaching the rules of grammar in an abstract isolated way. They should expose children to good models of language in their speech; in selecting good literature for reading and in having children respond to and discuss the books that they read.</p>	

Evaluation and Assessment

The suggestions given here are for the comprehensive evaluation of the students' progress. Assessment is just one component of evaluation and it focuses more specifically on testing. At the primary / elementary level, evaluation will provide a more complete picture of the learners' abilities. The children's progress in all domains of the language arts should be monitored on a regular basis. *The emphasis in Kindergarten should be on teaching rather than on testing.* The following are general guidelines that should be observed in monitoring students' progress:

1. create a dossier or folder for each child to keep samples of the child's stories, representations of stories (drawings etc.), the assessment / observation forms, checklists, your observation notes on the child's progress in all the domains of the language arts
2. determine the child's language profile when he / she first comes to school; use the oral checklist provided in the Teachers' Guide for this purpose
3. have conversations with the children individually to determine their progress with oral language throughout the year; use the oral language checklist at different stages to monitor their progress (keep successive record forms in their dossiers for comparison to determine how well they are doing)
4. take a record of each child's reading behaviours to determine what a child can do at a particular point in time and to get a good idea of the child's progress over time; (*refer to the Teachers' Guide for sample record forms and for the procedure which should be followed*)
5. keep a record of each child's early writing behaviours; a form with a checklist should be made out for each child at different stages; a sample form and procedures for monitoring are included in the Teachers' Guide
6. use individual and small group conferencing to check the children's progress in both reading and writing and to give them feedback
7. use story charts as one of the ways of monitoring their responses to literature; initially, teacher has to fill in the relevant sections based on the children's oral responses to queries and their discussion about the books they read during individual or small group conferencing
8. provide immediate feedback orally on children's efforts in reading and 'writing' (including their scribbles / drawing and what these represent for the children)
9. since some of the children will be dialect or non native English speakers you should monitor especially their acquisition of English for oral communication
10. monitor the children's language development for school purposes (i.e. the development of decontextualized language). Observe the children as they use language during interaction as well as when they make more "formal" planned presentations (e.g. in show-and-tell activities) to determine their progress in acquiring English for school use.

Evaluation and Assessment in Kindergarten	Areas in which children's language development should be monitored on an on-going basis. Some general guidelines
I. Listening and Speaking	<ol style="list-style-type: none"> 1. Monitor oral language use early in the school year to determine the children's language background [see oral language checklist in the <u>Teachers' Guide (TG)</u>] 2. Use the assessment chart provided in the <u>TG</u> and make notes specifically on the following: <ul style="list-style-type: none"> • confident use of the native language (if not English) • confident use of English • use of one word or extended statements • language forms used - whether different from English • use of simple / complex language structures in English • ability to use book language orally in class presentations and in talking about concepts presented in class • ability to listen attentively and to convey messages • ability to listen for specific purposes outlined in the curriculum, including recitation, pronunciation, enunciation etc. 3. Keep dated records for entry into the child's dossier to monitor progress throughout the year and to plan further instruction. 4. Make specific notes on strengths and weaknesses of each student. (The assessment forms with checklists (samples of which are provided in the <u>TG</u>) will help facilitate this task. Sheets can be entered into children's dossiers with additional comments observations)
II. Reading	<ol style="list-style-type: none"> 5. Try to get a good idea of what your students can do as well as how they progress over the course of the year. This means that reading evaluation has to be a continuous process throughout the year. In Kindergarten, emphasis must be placed on the monitoring of students' acquisition of reading abilities, on their literacy development. To do this you must observe children during whole group and independent reading sessions. 6. Keep a portfolio for each child and prepare a checklist of the abilities emphasised in Kindergarten. Date each reading record that you take for each child and keep it in a portfolio so that you can assess how the child's reading abilities are developing. 7. Prepare different checklists that incorporate the learning outcomes at different stages. The <u>TG</u> provides some samples but you can work with your colleagues to develop others that you will need throughout the year. 8. Use whole class, small group, individual reading conferences and independent reading sessions to observe what individual children can do. Focus on what they can do and help them develop additional strengths by building on these areas. 9. One-on-one reading conferences with the children (once a month)

Evaluation and Assessment in Kindergarten	Areas in which children’s language development should be monitored on an on-going basis. Some general guidelines
	<p>will give you a good idea of their strengths and weaknesses. Take a ‘reading record’ and make observation notes during these sessions and update the child’s portfolio so that you can know where each child is with regard to reading development at any point in time in the year.</p> <p>10. Evaluations / reading assessment records during Kindergarten will focus on the following among other areas. The <u>Teachers’ Guide</u> will provide some additional points for different evaluation records.</p> <p>§ Ability to handle books (e.g. holding books right way up).</p> <p>§ Ability to follow the direction of print (left to right and backward sweep to next line). This can be determined by simply having the child point out the text as you read – simply to observe movement across the page rather than focusing on whether the child points out exactly the word you are reading at the moment.</p> <p>§ Ability to talk about what is represented in illustrations.</p> <p>§ Ability to retell stories listened to.</p> <p>§ Ability to make up stories based on a series of illustrations (without text) in an action book.</p> <p>§ Ability to give a response based on the stories they have listened to / read.</p> <p>§ Attempts to correspond letters with their sounds.</p> <p>§ Recognition of letters / Knowledge of the names of the letters of the alphabet.</p> <p>§ Recognition of high frequency words.</p>
<p>III. Writing</p>	<p>11. Observe the children as they write and monitor their progress for development of writing behaviours (use specific selections from the Learning Outcomes to develop checklist for your evaluations. Again, use writing conferences to evaluate what each child can do. Maintain a portfolio for the child’s written work and let the children help to maintain their portfolios by adding the pieces they want you to evaluate to the portfolio. You will also make and help them to make decisions about samples of their work to be included in the writing portfolios for assessment. Be sure to date each sample so that you can evaluate progress over time.</p> <p>12. Have regular one-one-one conferences with the children to give them feedback on their efforts to write and to talk about their progress. Include your own observation notes and other assessment forms for writing [See <u>Teachers’ Guide</u> for suggestions.] In Kindergarten your evaluation of children’s progress might focus on the following outcomes among others:</p> <ul style="list-style-type: none"> • ability to express their thoughts and ideas • knowledge of the letter names • approximations to letters in scribbles • formation of alphabet letters • formation of upper and lower case letters • tracing own name etc.

Evaluation and Assessment in Kindergarten	Areas in which children’s language development should be monitored on an on-going basis. Some general guidelines
	<p>The last three items will probably be more relevant towards the latter part of the year.</p> <p>13. In Kindergarten children’s writing may simply be scribbles that tell a story - listen to the child’s story as represented by the scribbles or picture. Write down (below the scribbles) what they represent. This will give you an idea of how well the child can articulate his / her thoughts. The emphasis in K. should be on providing support for children to express themselves orally and in writing (as well as the other formats listed in the Learning Outcomes. Evaluation and assessment should go on as a natural part of the day’s proceedings rather than as formal tests.</p>

Continuous evaluation and assessment as suggested here (i.e. not just as Tests given but as ongoing monitoring of learners’ work) should involve keeping complete records and using portfolios. This will provide a balanced profile of a learner’s development over a specified period. An analysis of the learner’s records in all domains will provide a good indication of the progress made throughout each term and the entire year. It will also indicate areas for teaching emphasis at different times throughout the year as well as indicate a child’s readiness for promotion to the next level.

A note to the Kindergarten Teacher

This first year of a child’s life at school is very important. The child’s experiences in Kindergarten could colour his / her views about school for life. Kindergarten should therefore be a happy and welcoming place where each child feels comfortable. It should be a place where the child can form positive impressions about school life and learning. It should be a place where the child feels trusting enough to take risks in learning, to explore and discover new areas of learning. Risk taking is one of the ways in which children test their limits and progress to the ownership of new concepts. It is important that their efforts at learning be encouraged, that they receive constant support and that they learn to trust others in the learning environment (primarily their teacher and classmates) to be accepting and tolerant of their efforts.

This atmosphere of trust, encouragement and support is even more vital in the case of children who do not speak English as a first language. These children come to school with the “disadvantage” of not knowing / of not being fluent in English. However, this will only be a disadvantage depending on how we respond to them and their language. If we express negative views about the language that the child speaks, the child understands our response as being non-accepting not only of his or her language but also of himself / herself, of the home and of all significant others who use that language as a means of communication with the child. These feelings can form the basis of general negative attitudes about self, language and learning which the child could carry throughout his / her school life and beyond.

It is most important, therefore, that the child who speaks a language other than English as a first language be accepted, be allowed to express himself / herself using the language that he / she knows while we provide the situations and experiences that will help the child to acquire English in as natural a way as possible in the classroom. This is necessary especially in the first year at school. The learning of any language takes time and we need to be patient and tolerant as we help the child through this process.

What are some of the specific things we can do to help the non-native speaker of English in Kindergarten? First, we must make the transition to school life as easy for the child (for all the children) as we can, and we must make their time there so interesting and enjoyable that school becomes a place to which they are eager to go. We can minimize frustration for both ourselves and the children by focusing more on what each child comes to school with and building on these strengths - yes, especially the child's native language, than expending efforts to suppress and stamp it out. We can use the child's language as a stepping-stone to literacy and the development of bilingual competence. The Teachers' Guide offers some detailed suggestions for ways in which we can do this, but the following are some general guidelines that we can follow for starters.

1. Give the non-English speaking child as many opportunities to answer questions and to make oral contributions as we give to other children. Accept these contributions when they are made in the child's native language. We can use that opportunity to help the whole class to become aware of the rich variety of expression that language allows us as human beings. We accept the child's answer, give praise for the correctness of the content or the insightfulness of the observation; we can translate for the class, we can show the relationships between one or two of the words the child used with the English equivalents. We can do this in such a natural way that it becomes an interesting learning point for all the children and not a put-down for the Creole-speaking child.
2. To help the child acquire English for communication and for school purposes, provide concrete contexts for the child to learn the vocabulary of English. Help the child to see what is being referred to, what has a particular name, what exactly is being talked about. Judicious explanations in the child's language will also help the child to feel part of the activity and not just a spectator of a teaching event.
3. For the children who speak French Creole include in your story reading each day at least a story in French Creole and encourage the child to give a response to that story as you would have the English speaking child respond to literature in English. In addition, you could tell the story in English after the French Creole reading to give all the children an opportunity to respond to it. The French Creole child will begin to respond in English as well because he /she will have had the experience of the story in his / her native language. This very simple activity will help the child to begin to develop literacy in his / her native language and this foundation will facilitate the acquisition of literacy in English also.
4. During individual conferences with the French Creole speaking child you can build on the development of these literacy abilities, giving the child a chance to articulate his / her thoughts in the home language and in English also. This will not only help to develop positive attitudes towards language, but it will also facilitate the acquisition of English for school use.
5. If the child speaks an English vernacular / dialect / Creole, provide a rich literature foundation which also incorporates culturally relevant materials. The representation of dialogues in the vernacular or the Creole will provide the opportunity for the child to become aware of the differences in the different language codes. The realism of the dialogue to reflect the speakers / characters in the story will help the children understand the roles and purposes of different varieties of language that they hear in their communities.

The Teachers' Guide provides further discussion and help on this.

Curriculum for Grade I

(Age 6 – 7)

I. General Outcomes for Listening and Speaking

By the end of Grade I students should be able to:

22. show ability in all the learning outcomes for listening and speaking listed for Kindergarten
23. discriminate among the sounds of the language
24. make predictions and judgments on the basis of information listened to
25. listen to determine whether an utterance is spoken in standard English or in their native language variety (dialect / Creole)
26. use appropriate language (tone and register) for given contexts and situations
27. use school language to express ideas and respond to aspects of the content of lessons
28. recite poems, jingles, limericks and rhymes, paying attention to the rhythm of language

Domains and Categories	Specific learning outcomes:- Knowledge, skills and attitudes. <i>By the end of Grade I students should be able to:</i>	Sample activities <i>The activities listed here constitute a sample that may be used as appropriate for selected outcomes. They are not matched one-to-one with the learning outcomes in the section. Teachers should supplement these with other activities.</i>	Suggested Resources <i>The resources listed may be used with a range of the activities indicated. Teachers may select those most appropriate to a given activity</i>
I . Listening and Speaking			
<p>A. Context: - Interpersonal Communication</p> <p>A - 1. Listening and speaking to interact socially</p>	<p>All the outcomes listed for Kindergarten</p> <ol style="list-style-type: none"> 1. listen attentively to speakers in conversational exchanges 2. listen to spoken messages and draw appropriate conclusions 3. listen to detect the emotions (moods and feelings) of a speaker 4. listen to determine the gist of a message 5. use facial and paralinguistic clues to determine a speaker's emotional tone 6. use turn-taking and other conversational conventions appropriately 7. use appropriate gestures and facial expressions - maintain eye contact in conversational exchanges 8. use appropriate forms of language for routine exchanges (greeting, thanking, requesting, apologising, inviting, leave taking) 	<p>§ Design activities for pairs in which the completion of a task depends upon one student giving clear instructions and the other listening carefully.</p> <p>§ Provide opportunities every day for students to share news and talk about events as well as their personal experiences [e.g. what they did on a special holiday or how they spent a weekend].</p> <p>§ Use a speaker's forum for individual students to make planned presentations and to provide opportunities for other students to ask questions of the speaker .</p> <p>§ Have students listen to recorded stories and other selections with dialogue and encourage them to talk about their interpretations of the speakers' / (characters') feelings/ moods based on the tone of voice and language used.</p> <p>§ Invite visitors to your class (e.g. a fireman, nurse etc) to speak about their work or other selected topic and have students formulate questions) that they could ask the visitor. Students can work in small groups to make up their</p>	<p>§ A listening centre in the classroom with audio tapes of stories, poems etc.</p> <p>§ (Access to) a VCR and monitor for occasional viewing of taped stories to be used as stimulus for personal response, interpretation of emotions etc.</p> <p>§ some of the resources listed for Kindergarten that are appropriate to the tasks and activities being done in Grade I.</p> <p>§ Different stimuli for listening and generating discussion; e.g. articles from children's magazines, school events etc.</p>

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	9. express feelings about various situations and events 10. communicate simple messages	<p>questions before the visit). Have pairs role-play the interview.</p> <p>§ Provide several opportunities for discussion of topics in the language arts as well as other content areas across the curriculum.</p> <p>§ Activate the students' prior knowledge before discussions to orient them to the topic.</p> <p>§ Simulate different situations which require routine conversational responses (appropriate to each situation) and have students role play in these situations; let them focus on the appropriate forms of greeting, apologising etc.</p> <p>§ Read interesting news (appropriate to level and interest) to students and elicit views, opinions, feelings (personal responses).</p> <p>§ Read a story to students and have them dramatize it or a favourite part of it.</p> <p>§ Simulate telephone conversations in which the children extend informal invitations to others.</p>	

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A - 2. Communicating to give and to get information	11. ask for directions and give clear directions 12. use appropriate language to offer and ask for assistance 13. ask for opinions / views of others about specific topics	§ Invite visitors to the classroom (from the community) to speak about topics of interest to the children. § Have students prepare for the visit. Let them work in small groups to prepare the questions they can ask. § Have them prepare a vote of thanks and allow them to role play thanking the visitor. Let different students have turns. § Have students use the telephone to find out from an appropriate agency - how / where they can get specific information – e.g. the library to find out whether they have a specific book the child wants to read; or the weather bureau to find out what the forecast is for the following day / or for the rest of the week [this can be linked with the making of weather charts]. § Set up centres in which children can extend their language acquisition / learning through informal interaction. In addition to the drama / costume centre, provide variation through the following at different times during the	§ Puppets / finger puppets for dramatic activity in which students provide voice for puppet characters. § Material for the children to make their own puppets. § A drama centre with “costumes” which children can use in role play activities. § Construction paper, art paper, cardboard for use in making objects, cut outs (for use in activities – e.g. in which completion of a task is based on the instructions given by a classmate). § A selection of how-to texts, information / trade books, dialogues, news and magazine clippings, sports clips, to provide stimulus for listening for various purposes. § A transistor radio for listening to selected news and / or a tape recorder with pre-recorded news items.

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		year: a shop, a post office, a Science corner. The latter should be a more permanent fixture. Set up centres around thematic content / projects being worked on in the term.	
<p>B. Context: Listening and speaking to develop oral language for school / academic purposes</p> <p>B -1. Listening for enjoyment and speaking to express personal response</p>	<p>14. listen to represent the rhythm of language through kinesthetic response e.g. clapping, tapping out rhythm etc.</p> <p>15. listen to stories and say whether or not they like them and why</p> <p>16. listen to stories and retell favourite ones</p> <p>17. listen to express an opinion / judgment based on views / information expressed by a speaker</p> <p>18. listen to determine and identify overall differences between Standard English and heritage language utterances relevant to territory (e.g. dialect / Creole)</p> <p>19. recite poems, jingles, rhymes, limericks, paying attention to the rhythm of the language and expressing a personal</p>	<p>§ Play short, recorded rhymes, jingles to students and have them tap or clap out in time to the rhythm.</p> <p>§ Read stories and poems to children and elicit their personal response to them.</p> <p>§ Model attentive listening - listen carefully when children are speaking directly to teacher and one another or when telling their news / stories.</p> <p>§ Share appropriate news with children and share stories with them to encourage their own story telling in an accepting environment.</p> <p>§ Use culturally relevant materials, stories that use the language spoken in a territory. Use as a basis for raising children's awareness about language differences.</p> <p>§ Set aside time for news sharing and talk about events each day.</p>	<p>§ In addition to suggestions for recorded materials (see foregoing section), have available a small selection of musical 'instruments' a selection of print material including stories, poems, rhymes, limericks, information texts.</p> <p>§ Blank tapes to record children's news - give them an opportunity to listen to themselves and set targets for oral language development in planned presentations.</p> <p>§ Evaluation form with checklist of questions to allow students to evaluate their performance [use conferencing sessions to go over these with students and help them set new targets for oral development].</p>

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	<p>response to selections</p> <p>20. describe a familiar scene or a favourite place</p> <p>21. listen to follow simple directions and instructions</p> <p>22. listen to determine the gist of a message or text selection</p> <p>23. ask for directions</p> <p>24. give simple directions to someone to get from one place to another</p> <p>25. use appropriate language (<i>directional /deictic</i> terms) to give directions [e.g. turn right, straight ahead etc.</p>	<p>§ Arrange for occasional short excursions to interesting places in the vicinity of the school or elsewhere. Have the students describe a scene they liked or found interesting.</p> <p>§ Set purposes for listening. Let the students know what they should focus on in specific listening tasks (e.g. listen to find out what this dialogue is about - gist) oral work immediately following should first focus on the purpose. Set one purpose per activity – do not overload.</p> <p>§ Have students interview a visitor to the class. Have them work in groups on the questions they will ask. Groups share and discuss each other’s questions.</p> <p>§ Simulate interview prior to actual visit focusing on appropriate context.</p> <p>§ Use selections from other content areas (Science, Social studies) to develop specific listening activities and for evoking responses / views, opinions about subject matter.</p>	

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		§ Provide opportunities for students to plan their news and present it to the class. Encourage the use of classroom language. § Introduce show and tell activities. Use learning outcomes to set specific listening tasks for understanding (e.g. See activities listed under B-3	
B - 2. Listen to get and speak to give information	26. ask questions of teacher and classmates, using appropriate language 27. use school language to express their ideas, and talk about topics in other content areas 28. give information based on classroom tasks (in content areas) 29. ask for and give factual information about a selected topic 30. use school language to express their ideas and to convey information	§ Organize group projects / activities in which students need to ask questions of teachers / other resource persons to get information. § Organize show and tell activities . § Arrange for sessions in which students present their reports on projects / field trips / simple experiments (e.g. germination) to the rest of the class (or other class groups).	§ Support materials from other subjects across the curriculum e.g. their activities in Science which they can report on orally.

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B – 3. Listen and speak for understanding	31. listen to an account of an event or situation to make a prediction about its outcome 32. listen to determine the sequence in a series of events 33. listen to infer missing details 34. listen to draw conclusions 35. listen to infer cause and effect relationships 36. listen to identify rhyming words in a selection 37. use appropriate language to seek clarification from teachers and classmates 38. use school language to talk about ideas related to content areas and classroom procedures	<ul style="list-style-type: none"> • Present a sequence of logical events; omit conclusions and have students predict the outcome. • Modify this activity to present important details in an event (or sequence of events) and have students supply the missing information. • Read short expository selections to students and have them determine the main idea. Discuss this and let them understand the concept clearly during read aloud sessions – let it be a teaching point first. 	§ A good selection of informative material from readings in the language arts and across the curriculum. § Newspaper and magazine articles appropriate to the age level. § Selected resources listed for Kindergarten and in the foregoing sections of the Grade I curriculum.
B - 4. Listening and speaking to evaluate	39. listen to determine fantasy from reality 40. express opinions about a variety of literary selections listened to	<ul style="list-style-type: none"> • Use relevant issues with which students are likely to be familiar, for example, issues related to situations at school which are likely to affect them. • Select reports about events and 	<ul style="list-style-type: none"> • Selected resources listed in the foregoing and following sections.

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	41. Give an opinion in response to views expressed by others	situations in the community that would be relevant to their age level for discussion. Encourage them to express their views / feelings about these.	
C. Listening and speaking to develop abilities for oral, interpersonal communication and for school / academic purposes	42. Retain chunks of language of different lengths for short period 43. listen to follow directions / instructions 44. listen to get information 45. listen for specific details in a message 46. speak to share personal experiences, news and other events with which they are familiar 47. use language that is appropriate to different situations and contexts 48. use appropriate time reference particularly for oral work related to classroom tasks 49. evaluate self on discrete oral skills using play back tape	<ul style="list-style-type: none"> • Set up different situations which children are likely to encounter in real life in their communities - and simulate activities based on these situations in which children will be required to use language for these purposes. • Use game in which the performance of a task depends on students passing along (orally) a message correctly. • Have children listen as you model language patterns during reading, taking care to assign stress accurately to words. 	<ul style="list-style-type: none"> • Recordings of literature. • Construction paper, Bristol board, scissors, glue etc. for making chosen objects which can be used as a basis for giving instructions / explaining how to make something; these activities can be integrated with other domains in the language arts as well as projects being undertaken in other content areas of the curriculum. <p>§ Occasional visitors to the classroom - these occasions allow for opportunities for students to interview, have conversations with resource people, prepare planned oral reports on visits etc.</p> <ul style="list-style-type: none"> • Resources listed in the foregoing sections.

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	<p>and checklist</p> <p>50. answer questions clearly, politely and courteously</p> <p>51. speak clearly, confidently and pace rate of speech appropriately</p>		
D. Vocabulary development for oral communication in classroom and other social contexts	<p>52. use contextual cues to help determine word meanings in an oral selection</p> <p>53. build on existing repertoire and use appropriate terms for colours, parts of the body, emotions, texture, shapes, actions, sounds and quantity</p> <p>54. use appropriate words to refer to the senses</p> <p>55. extend repertoire by building word families in relation to situations and concepts encountered in content areas</p> <p>56. use simple clusters / semantic maps to show relationships among related word groups</p> <p>57. use words with their appropriate stress patterns</p>	<p>§ Use word list from listening text as a before listening task; let students talk about what they think the words mean; have them listen for these words in the selection and later (in a follow up activity) use them in appropriate contexts.</p> <p>§ Have students draw semantic maps, word families to show associations between words related to specific topics / themes.</p> <ul style="list-style-type: none"> • Have students discuss different topics from subjects across the curriculum. Focus on new words emerging from these materials. • Have students update their Word Banks by including new words they learn from listening texts. 	<p>§ Colour charts with colour terms indicated.</p> <p>§ Appropriate diagrams of the body - from Science lessons - set up as wall displays and providing topics for discussion in the language arts.</p> <p>§ Charts / semantic maps (made by the children and teacher) showing word associations.</p> <ul style="list-style-type: none"> • Exercise books / notebook for developing their individual word banks. • A large notebook for use as the class word bank. • All the other relevant resources listed in other sections.

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	58. distinguish word boundaries in an oral selection		
E. Voice skills	59. pronounce dominant sounds of English accurately 60. use appropriate intonation patterns for different sentence types and use appropriate stress patterns for words 61. enunciate clearly in choral renditions and in planned presentations 62. use tone appropriate to specific (conversational) contexts	<p>§ Organize choral recitation of poems. Have students sing songs. Include selections that play on language; use interesting rhymes and rhyming patterns.</p> <ul style="list-style-type: none"> • Engage students in recitation of delightful and interesting selections (e.g. rhymes, limericks, poems...) • Introduce activities that focus on initial sounds / letters of words and on rhyming patterns of words in literary selections (as you read aloud to students). • Provide opportunities for choral and individual recitation. • Teach the sounds of English (phonics) as part of listening / speaking and reading activities. • Use individual and choral recitation of poetry, rhymes, limericks, jingles as a basis for enunciation, assigning proper stress etc. • Have them use language in simulated 	<p>§ Alphabet charts for display.</p> <p>§ Written up (large print) versions of some of the listening texts.</p> <p>§ Centres (see suggestions in other sections) for role plays and simulated contexts.</p> <p>§ A selection of good literature (stories, poems, ballads)</p>

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		situation, paying attention to the tone of their contributions.	
F. Attitudes for effective oral communication	<p>63. listen attentively in conversational exchanges and during presentations given by others</p> <p>64. use accepted principles for conversational exchanges, e.g. signaling for a turn to speak, responding at appropriate times etc.</p> <p>65. participate in class discussions and other oral activities organised for the class</p> <p>66. adhere to established classroom rules for cooperative tasks and activities</p> <p>67. share information, ideas and opinions</p> <p>68. participate in activities for oral language development</p>	<p>§ Model good conversational behaviour.</p> <p>§ Work out with children accepted rules for listening and speaking in informal and formal interactions in & out of the classroom.</p> <p>§ Set aside time daily for listening and speaking activities.</p> <p>§ Integrate oral work into other domains of the language arts and subjects across the curriculum.</p> <p>§ Organise more formal activities in which students' can develop and use classroom language.</p>	<p>§ All the resources listed in the foregoing sections.</p> <p>§ In addition to other resources, a good supply of drawing materials, pens, crayons, pencils, markers for representation in different formats of their response to the materials listened to.</p> <p>§ Bristol board, paper, glue etc.</p> <p>§ A few blank audio tapes.</p>

II. General Learning outcomes for reading

By the end of Grade I students should be able to:

1. demonstrate that they understand that print carries a constant message
2. identify and name the parts of a book and show that they know how books work
3. use prior knowledge and background experience as an aid to constructing meaning in texts
4. use different strategies to identify unfamiliar words
5. identify the elements of stories that they read
6. make inferences and draw conclusions about ideas and events presented in the texts that they read
7. formulate and express a judgment about texts that they read
8. distinguish between main idea and supporting details in a selection

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II. Reading			
A. Extending knowledge of how books work	<ol style="list-style-type: none"> 1. apply the abilities listed for Kindergarten 2. demonstrate knowledge of how books work – identify and name parts of a book (e.g. title, author, chapter, Table of Contents) 3. demonstrate knowledge of orientation of print (i.e. from left to right, from top to bottom of page) 	<p>§ Introduce and talk informally with students about the conventions of print during reading sessions.</p> <p>§ Use proper terms to talk about parts of a book and point these out to students during reading.</p> <p>§ Model reading and point to text during reading sessions / have students point as you read from big book in read aloud sessions.</p>	<p>§ Selection of books; literary (stories, rhymes, poetry); how-to books; some big books for activities early in the year (depending on students’ reading abilities).</p> <p>§ Books with illustrations.</p> <p>§ Materials for students to experiment with making their own books - including their ‘writing’ and illustrations</p>
B. Decoding and word recognition strategies	<ol style="list-style-type: none"> 4. use beginning letters, sounding out and other strategies to identify and decode unfamiliar words 5. identify high frequency words 6. identify letter sounds and give examples of words which begin or end with different letters / sounds 7. use knowledge of phonics (and alphabet letter sounds) as 	<p>§ Use /alphabet cards to reinforce letter sounds.</p> <p>§ Point to and sound out letter combinations during read aloud sessions.</p> <p>§ Have the students play word games that focus on using right letter combinations to build a word; e.g. print individual letters on cards and turn them face downwards – children score points by putting letters together to form words – the</p>	<p>§ Alphabet cards and wall chart.</p> <p>§ Flash cards with individual letters and symbols representing sound(s) letters stand for.</p> <p>§ Bristol / card board, scissors, coloured pencils, markers for cut outs for board (word) games.</p> <p>§ Songs and rhymes that emphasise the letter / sound relationships.</p> <p>§ Cards with selected vowels and</p>

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	<p>a strategy in decoding unfamiliar words</p> <p>8. use syllabic patterns as an aid to decoding unfamiliar words</p> <p>9. use familiar letter combinations in longer words as an aid to decoding them</p> <p>10. use letter sounds in initial / final positions in a word to decode the word in context</p> <p>11. use other clues to determine the meaning of unfamiliar words in given contexts</p> <p>12. use contextual clues to identify words</p> <p>13. use definitions and other contextual clues to determine the meanings of words in given contexts</p>	<p>game can be flexible to include combinations [teacher wants to emphasise].</p> <p>§ Organize project work, linking with writing activity in which students create signs for various aspects of classroom procedure and to guide them in their use of the activity centers / corners.</p> <p>§ Explore letter sound relationships with students during reading sessions and have students explore these in their reading.</p> <p>§ Use oral cloze activities that focus on words the children are learning during shared reading activities engage students in discussion about the illustrations, what they depict and how they relate to the story / text selection.</p> <p>§ Talk about letters in word contexts; point out distinctive features.</p>	<p>consonants for making words</p> <p>§ Paper and other drawing materials for use in making illustrated (alphabet) books.</p> <p>§ Alphabet cards and wall chart.</p> <p>§ Flash cards with individual letters and symbols representing the sound(s) that the letters stand for.</p> <p>§ Bristol / card board, scissors, coloured pencils, markers – for cut outs, board (word) games.</p> <p>§ Songs and rhymes that emphasise the letter / sound relationships.</p> <p>§ Old magazines for cutting out pictures</p> <p>§ Class reader and a rich variety of supplementary texts.</p> <p>§ Large sheets of paper (e.g. flip chart) for making up word lists and KWL charts.</p>

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	14. identify in print words in their speaking vocabulary 15. recognize personally significant words 16. pronounce sight words that comprise the sight list in the basal text as well as in familiar stories 17. read names of places as well as environmental signs 18. match spoken with written words while reading environmental print or familiar book 19. identify in print words in their speaking vocabulary 20. recognize rhyming words	§ During reading check students' understanding; teach them how to use other known words in place of the unfamiliar word to check meaning. § Teach students to look for definition clues in context (e.g. phrases in parenthesis, restatements, use of synonyms) to determine word meaning. § During group reading sessions draw attention to the pronunciation of unfamiliar and difficult words. § Teach the students how to use word shapes as a strategy for decoding long words. § Bring in samples of environmental print (signs, ads; labels) that are common to the community in which the children live. § Take the students on occasional field trips in which they focus on the different signs in the environment.	§ A selection of stories and other texts that emphasise particular sounds and sound combinations. § Samples of signs, labels and other types of environmental print. § A children's dictionary and encyclopedia for class reference shelf. § A selection of good literature with large print and illustrations. § A reading corner where children have access to good books. § A class word bank to write down the words that they learn [see <u>Teachers' Guide</u>] § Construction paper and other drawing and painting materials for making signs, illustrated alphabet cards etc. § Recordings with favourite rhymes and selections that reinforce the specific sound / letter correspondences that are being

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<p>C. Understanding materials read and developing critical thinking</p> <p>C – 1. Understanding - constructing meaning</p>	<p>21. use prior knowledge and background experience as an aid to constructing meaning in texts</p> <p>22. show understanding of how simple linking words (e.g. connectives and selected discourse markers (so, then, because) work in the books that they read</p> <p>23. read the messages that their own writing conveys</p> <p>24. predict outcomes of stories</p> <p>25. arrange a set of jumbled sentences into a well sequenced story</p>	<p>§ Before reading, engage the children in discussion about the topic; activate their background knowledge.</p> <p>§ During reading, monitor the children’s understanding; use queries intelligently to help them construct their understanding of the text.</p> <p>§ Help the children to learn problem solving strategies to overcome their misunderstandings.</p>	<p>learned</p> <p>§ A selection of a variety of different materials. Several more books are needed in addition to a basal reader.</p> <p>§ As in K, a reading centre where the children have access to a variety of good books and where they can choose the books they want to read during independent reading sessions; include several books with large print.</p> <p>§ Have a selection of audio taped recordings of favourite stories so that the children can listen as they follow in their books – this can be set up as an independent reading activity.</p> <p>§ A range of books appropriate to the age level and some more challenging ones.</p>
<p>C – 2. Critical reading</p>	<p>26. ask questions of themselves and of the text as they read</p> <p>27. make inferences about the materials presented in the texts that are read to them / that they read</p>	<p>§ All the activities listed under Section C –1.</p> <p>§ Encourage the students to ask (themselves) questions about the text as they read.</p>	<p>§ All the resources listed under C - 1</p>

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	28. draw conclusions about the materials that they read 29. formulate and express a judgment about the materials that are read to them / that they read 30. (begin to) read stories and poems appropriate to reading (age) level with fluency 31. (begin to) read familiar books independently 32. identify and talk about the elements of stories that they read	§ Ask students to predict outcomes of a reading selection based on their understanding of the text. § Promote discussion at different stages of reading (before, during and after) that probe beyond the literal meaning of the text. § Have students talk about their personal responses to the text and have them also ‘write’ / draw to represent their responses. § Model strategies for the students - model asking questions (e.g. I wonder why X did ?); model speculation about outcomes by using think aloud; model making predictions, reading on, re-reading to make meaning. § Explain to the students that you are modeling a particular strategy; explain what you are doing and why.	
C – 3. Responding to Literature	33. use story grammar / knowledge of story structure to talk about a story (e.g. setting, plot events, outcome)	§ All those listed under C –1 and C – 2. § During reading encourage use of	§ All those listed under C – 1. § Wall chart with semantic map of the structure of a story. Develop one with the students and keep on display.

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	<p>34. determine and talk about the main idea of stories that are read to them (or that they read or listen to or view); as well as the main idea or topic of an expository selection.</p> <p>35. recall details about stories and talk about the outcome (how the problem / conflict is resolved)</p> <p>36. distinguish between main idea and supporting details in a selection</p> <p>37. talk about the characters in a story; explain why they like or do not like them</p> <p>38. compare stories that they have read and compare characters in stories that they have read</p> <p>39. express personal response to stories and talk about whether and why they would have acted in the same way or differently from the main character in a similar situation</p>	<p>strategies; engage students in relevant and meaningful talk about the text; focus on helping them to use effective strategies.</p> <p>§ Draw a cluster or simple semantic map of the generic structure of a story and talk with students about how it applies to stories. Teach the students how to use the story grammar to discover the structure of new stories that they read.</p> <p>§ Draw a semantic map of a story to show its grammar. Have the children contribute to this by saying which story events fit into the different categories.</p> <p>§ Use different strategies to help the children compare books, characters etc. e.g. Use graphic organizers such as a Venn diagram for comparing or semantic feature grids to pull out similarities and differences. [See <u>Teachers' Guide</u>].</p> <p>§ Talk with the children about the times you disagree with a text (and why).</p>	<p>§ Blank sheets for children to do maps of their favourite stories.</p> <p>§ A good selection of reading material; stories, poems (auto)biographies suitable to age level.</p> <p>§ Writing materials so that students can follow up their reading by representing in writing their response to what they have read.</p> <p>§ Include books of high interest to boys and girls in the class library.</p>

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		<p>§ Encourage critical responses from the students, including those that may differ from yours (teacher's). Let students see that it is acceptable and that it is also useful to question the author.</p> <p>§ Set aside time for group and independent reading every day.</p> <p>§ Make time for one-on-one and small group reading conferences with students (every fortnight / month - depending on the number of students in the class) to determine the progress of individuals and help them set goals for their reading development.</p> <p>§ Use books of interest to encourage independent reading – help students to make good selections.</p> <p>§ Read to students from different types of texts.</p> <p>§ Create several opportunities for students to retell stories.</p>	

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		§ Allow students to draw their favourite characters or represent an alternative outcome to a story by writing/drawing.	
D. Developing vocabulary	<p>40. associate new words encountered in reading with previous knowledge and experience</p> <p>41. use high frequency words automatically in their own oral and written work</p> <p>42. show ownership of new words by using them in discussion and writing in the classroom</p> <p>43. incorporate new words into existing repertoire</p> <p>44. identify and show that they understand common inflectional and derivational endings of words and how word endings sometimes change the function of the word</p>	<p>§ Create clusters that show the associations between words in context; have the students brainstorm to think of related words.</p> <p>§ Encourage the students to enter new words learned into their word banks and to use them in oral presentations and in their writing.</p> <p>§ Introduce word-building activities each week and reinforce new vocabulary through word games, puzzles etc.</p> <p>§ Use riddles that elicit the use of specific words, especially rhyming words.</p> <p>§ Use word play activities.</p> <p>§ Have the children develop lists in alphabetical order.</p> <p>§ Have a list of root words and cut outs with different endings; work</p>	<p>§ Large sheets of paper or Bristol board for creating word clusters, word families, word lists and semantic charts showing association among words.</p> <p>§ A reference dictionary, a children's encyclopedia..</p> <p>§ Materials to make word games and puzzles.</p> <p>§ Wall charts with favourite riddles / rhymes.</p> <p>§ Large exercise books for individual word lists.</p> <p>§ Individual cards with selected root words and cards with different word endings.</p>

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		<p>with the children on using different endings for words; help them to determine their meanings/ functions and to use them in their sentences.</p> <p>§ Draw attention to new words that they learn in the other content areas and have them incorporate them into their Word Banks [See <u>Teachers' Guide</u>].</p>	
E. Reading and writing connections	<p>45. respond to books they have read in different ways, including writing other stories based on ideas generated by their reading</p> <p>46. read stories that they have written</p> <p>47. read the work of other students, ask (and respond to) questions</p> <p>48. identify the difference between various kinds of texts, e.g. a story, a poem, a list ' sign / poster etc.</p>	<p>§ Develop with the children some questions (checklists) to help them respond to / comment on peer work.</p> <p>§ Set aside time everyday for reading in groups and independently.</p> <p>§ Encourage students' responses to the literature they read in a variety of ways.</p> <p>§ Search out and select interesting books for shared reading in class and for use in the reading corner / centre.</p>	<p>§ Have a 'publishing' center / corner where the children can put their writing [various samples] into books.</p> <p>§ Loose leaf pads, pencils, crayons, markers, pens, glue, paints, ribbon etc.</p>

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		<ul style="list-style-type: none"> § Have a good selection of literature available. · § Select materials from content areas across the curriculum for reading. § Foster discussion of books read. § Create a climate that fosters a love of and appreciation for reading. § Modify classroom setting to facilitate group and pair work as needed. § Help students with their reading choices. 	

III. General Learning outcomes for writing

By the end of Grade I students should be able to:

- a. show ability to apply the knowledge and skills learned in Kindergarten
- b. use complete sentences to supply answers to questions on a given topic
- c. write for selected purposes
- d. experiment with different ways of beginning a sentence
- e. experiment with different forms / genres
- f. use appropriate writing conventions
- g. use appropriate process strategies to achieve a good writing product
- h. show that they recognize the contexts in which spelling is important

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III. Writing			
A. Writing for different purposes A – 1. Writing for self	<ol style="list-style-type: none"> 1. record feelings, thoughts, personal responses in diary / journal and experiment with other forms e.g. rhymes, songs, poems 2. keep a journal (to record ideas events) as a source for topics, ideas to write about 	<p>§ Provide opportunities for students to write some of their personal responses in a diary, using any format that they choose - sharing from these sources should be voluntary (not compulsory).</p> <p>§ Arrange for students to keep a journal for ideas for writing.</p>	<p>§ Exercise books with large pages for personal records in writing and drawing formats.</p> <p>§ Pencils, markers, coloured pens, paints and brushes.</p> <p>§ Stick on labels for creating name tags for self.</p>
A – 2. Writing for others – chosen audience and to accomplish school tasks.	<ol style="list-style-type: none"> 3. write personal letters to significant others (friends, classmates, teacher, family members) 4. write to communicate a variety of messages; e.g. to explain, to request, to persuade 5. identify an audience for writing and shape the communication for that audience 6. write important personal information e.g. address. 7. write to experiment with different forms e.g. signs, labels, invitations, advertisements, lists, simple rhymes, songs, posters, poems, stories 	<p>§ Talk with students about the audience for their writing; the friendly letter is a good place to start. Let the students choose topics / subject matter to write to someone about; let them focus first on the message, salutation and closing.</p> <p>§ Continue to read aloud to the children from many text models and encourage independent reading of a variety of texts from different genres.</p> <p>§ Link writing tasks to reading focus where possible; e.g. following reading and discussion about a poster, let children work in groups to create a poster in which they persuade classmates to read a particular book.</p>	<p>§ Examples of real letters.</p> <p>§ Books for age level which use letters.</p> <p>§ Large sheets of Bristol board for making posters and advertisements.</p> <p>§ Display chart with different sentence types.</p> <p>§ Samples of advertisements (with appropriate subject matter for age level); invitations; posters.</p> <p>§ Cut outs from magazines for creating collages / decoration for various posters.</p> <p>§ Exercise books for Word Banks.</p>

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	8. write different sentence types		
B – Writing process	9. use pictures, stories, poems, actual events as sources for ideas for writing 10. use brainstorming to generate ideas for writing 11. plan writing with the assistance of others and use strategies like webs to organize ideas 12. select topics for writing 13. keep topic in focus while writing 14. read over writing and reflect on writing 15. use questions as a guide to check and to revise writing 16. use inventive / approximate spellings but work to spell correctly through application of generic strategies 17. share writing with classmates/ teacher to solicit reader response and to respond to queries about own writing	§ Continue to encourage the use of painting and drawing as a means of representing responses to literature and let children discuss their representations. § Encourage them to use writing more frequently to record their responses. § Select interesting pictures, pictures in series. Have a warm up exercise in which students talk about the pictures and generate ideas for writing. § Write down ideas given by children during brainstorming sessions and teach them how to use clustering to organise ideas and write individual or class composition. § Use content areas across the curriculum as sources for subjects for students to write about. § Organise project / group work during which children write and illustrate signs, posters, relevant to school life and which they later display. § Integrate writing across the curriculum.	§ All the reading resources listed under section A 1 & 2. § A writing centre with various resources e.g. a class Word Bank, word lists, a children’s dictionary and encyclopedia. § Wall charts with examples of semantic maps / clusters. § Appropriate checklists for individual / peer / and group sharing and revision. § Task sheets with jumbled sentences for structured writing tasks. § Task sheets with cloze exercises using reading selections from across the curriculum. § Different types of cloze procedures. § Checklists appropriate to age level for editing.

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	<p>18. use strategies for revising and editing work e.g. read over, use checklist of questions</p> <p>19. write clean, revised versions for sharing / display / publication in class / school magazines / pamphlets</p>	<p>§ Model writing for children; sometimes write when they write and share your writing with them also; let them see that teachers cross out too and revise in order to say exactly what needs to be said and to create a good final product.</p> <p>§ Provide time daily for children to work independently on their writing tasks.</p> <p>§ Arrange for small groups to share and provide reader response to each other's writing; first model and provide some guides in the form of questions to get them started.</p> <p>§ Formulate checklists in the form of simple questions - let students use these to check their work after writing.</p> <p>§ Provide opportunities for students to share their work with the whole class - set up an author's chair in which the writer will sit as he/she reads his / her work - let children share when they are ready.</p> <p>§ Use one-on-one conferences to give your own response to a student's writing / drawings; use conferences as an opportunity to discuss progress.</p>	<p>§ An area in the class for one on one conferencing – seating arrangements for group tasks to continue while individual conferencing is in progress.</p> <p>§ Stimulus materials from across the curriculum / other content areas.</p> <p>§ Appropriate worksheets for some structured writing tasks.</p>

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		<p>§ Encourage reading over, revising and editing from the beginning - simple question guides can help students to focus on task when doing individual revision, pair / peer sharing and response; small group sharing and response.</p> <p>§ Arrange for samples of final products to be “published” in a class booklet, displayed in the classroom, be available for reading on open day etc.</p> <p>§ Use a dialogue journal as one way of communicating with individuals about their writing - do not use the journal to correct work but model good writing behaviours in the journal.</p> <p>§ Let children write about topics / subject matter of high interest - personal biographies, pets, friends, important events in their lives.</p> <p>§ Allow for talk and the exchange of ideas / views about subject matter before writing and during sessions in which students share their writing.</p> <p>§ model meta-cognitive strategies e.g. thinking aloud during revising and editing.</p>	

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C. Writing conventions	20. practise writing / shaping letters, groups of letters, words 21. use left to right organization of print in writing 22. use top to bottom orientation on page 23. use capital letters at the beginning of sentences 24. (begin to) use full-stops at the end of sentences 25. use question mark 26. use spacing between words 27. print upper and lower case letters use both in writing / scribbles 28. (begin to) use legible handwriting consistently 29. demonstrate one to one correspondence between written and spoken word	§ Model writing letters and sentences. § Give children time to write and to practise shaping their letters on appropriately lined worksheets that facilitate this. § Talk to the children about letters, words sentences and help them to relate the written symbols to the sounds they hear. § Teach full stop and capitalization in relation to writing (and reading) – let children practise writing both upper and corresponding lower case letters. During their writing and reading, work with the students to help them develop a stable concept of word. § Point to and talk about writing conventions during reading sessions.	§ An alphabet chart with upper and lower case letters. § A selection of texts exemplifying different genres and a variety of samples of environmental print. § Loose pages for writing practice. § Chart with symbol / sound correspondence. § Fun charts displaying functions of the full stop and question mark (charts with funny characters can be used). § Lined exercise books with marks that indicate letter height etc.

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D. Vocabulary building and spelling	30. use new words in writing 31. develop and maintain a Word Bank 32. use inventive / approximate spelling in independent writing but work towards correct spelling 33. use selected generic strategies in attempts at spelling 34. identify common prefixes and suffixes in words and use them appropriately in words during oral language presentations in class; also represent them in writing 35. show one-to-one correspondence between spoken and written word 36. try to spell high frequency words in independent writing	§ Have children create and maintain a Word Bank or personal dictionary (i.e. an alphabetized list of high frequency words from their reading and writing) and encourage them to use it as a reference for word choice and spelling (<i>see note on Word Banks in the Teachers' Guide</i>) § Teach children how to use their Word Banks as an integral part of the writing process. § Teach students how to build many words from one known word by using the strategy of "building blocks" (i.e. helping them become aware of structural knowledge (of words) and applying it – plurals, <i>-ing</i> , <i>-ed</i> endings and other significant affixes) § Continue to teach phonics in context as an integral and related aspect of reading / decoding. Teach strategies other than "sounding out" to help students hear the sounds in a word. § Teach a balanced programme in which phonics is a part but is not over emphasized at the expense of other strategies – revise sound /symbol correspondences as needed.	§ Charts with word families. § Word lists from reading across the curriculum. § Books for individual lists of high frequency words. § A class Word Bank. § Charts showing word building blocks e.g. root word and blocks of morphographs – prefixes, suffixes. § Cut outs with building blocks (and with tape at the back so students can shift blocks around and experiment with making up different words.

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		§ Use opportunities that arise to teach and reinforce points related to spelling, punctuation, other aspects of language use	
E. Grammar	37. use different sentence patterns 38. use singular and plural forms appropriately 39. use other structures they have acquired fluently in spoken discourse in oral presentations in class and in their writing	§ Draw students' awareness to structures as needed in the context of their writing. § Use conferencing and sharing sessions to observe individual needs and teach in the context of providing feedback. § In cases where children may be native speakers of dialect or a Creole read examples from these as they occur in stories aloud so as to compare them with Standard English and to help children hear the difference. § Individualize attention – work one-on-one with students or in small groups based on needs and give attention to selected language structures that are problematic for the children. § Encourage appropriate and accurate use in their writing in a consistent way and as an integral part of their revision of their writing. § Focus on providing practice and on giving correction and feedback according to students' needs. Do not teach grammar structures in isolation and out of context of meaningful use.	§ Many story books that use: a variety of sentence patterns, language in an interesting way and that provide realistic dialogue so students have opportunities to compare the different ways in which people express themselves.

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F. Attitudes and Interest	<p>40. show willingness to write independently</p> <p>41. show interest in experimenting with writing letters and words</p> <p>42. show willingness to share their writing with others (e.g. read out their stories / let others read them)</p> <p>43. talk about the feedback given to their writing</p> <p>44. show perseverance in working at the writing conventions and make an effort to master letter shapes and write legibly</p> <p>45. write spontaneously for self and selected audience</p> <p>46. respond to literature through drawing, writing (and role plays)</p> <p>47. show that they understand that effective use of writing and correct spelling are important</p>	<p>§ Provide adequate time for students to read and write everyday.</p> <p>§ Encourage students' experimentation with letter formation and writing longer pieces.</p> <p>§ Show your interest by writing and sharing your own writing with the class.</p> <p>§ Provide opportunities for the children to read their own writing, say what they think of it and allow them to respond to the comments made about it by others .</p> <p>§ Organize project work for the children to create labels and signs needed for areas in the class.</p> <p>§ Provide opportunities for the children to write for authentic purposes.</p> <p>§ Let the children use inventive spelling but help them to develop strategies for spelling and achieving ownership of high frequency words.</p> <p>§ Incorporate process writing strategies from early.</p> <p>§ Create an environment which fosters sharing and the expression of personal views about books and writing.</p> <p>§ Continue to write down their dictated stories when necessary.</p>	<p><i>Teacher as a primary and important resource to:</i></p> <p>§ observe the development of learners and adjust instruction to address individual needs</p> <p>§ manage tasks in the classroom so that groups can work collaboratively</p> <p>§ make time for providing group and individual feedback</p> <p>§ model good language use at all times</p> <p>§ encourage students to reflect on their work and on their developing competence so that they get a holistic perspective on writing and its relation to other learning</p> <p>§ provide authentic purposes for writing and encourage writing for real audiences</p> <p>§ help students to learn how to revise, read over and correct their own writing</p> <p>§ encourage the children's response to literature through reading and writing</p> <p>§ encourage students to use different resources to find appropriate words that they need for writing – e.g. their Word Banks</p> <p>§ develop positive attitudes to language</p>

Evaluation and Assessment

As in Kindergarten, the suggestions given here are for the comprehensive evaluation of the students' progress. We noted that assessment is just one component of evaluation that focuses more specifically on testing. It is desirable at the primary / elementary level, to undertake an evaluation of learners' abilities throughout the year in order to know where each learner is and how well he or she is progressing. The evaluation will also help to inform further teaching. As in Kindergarten, the children's progress in all domains of the language arts should be monitored on a regular basis. *The emphasis in Grade I also should be on teaching rather than on testing.* More specific direction for evaluation and assessment is given in the Teachers' Guide. However, the suggested activities in this curriculum incorporate several good ideas for on-going evaluation and monitoring to which the teacher could also refer. The following are general guidelines that should be observed in monitoring students' progress:

1. create a dossier or folder for each child to keep samples of the child's stories, representations of stories (drawings etc.), the outcomes of tasks given for specific assessment; observation forms, checklists, your observation notes on the child's progress in all the domains of the language arts
2. determine the child's language profile when he / she enters the first grade; use the oral checklist provided in the Teachers' Guide for this purpose
3. have conversations with the children individually to determine their progress with oral language throughout the year; use the oral language checklist at different stages to monitor their progress (keep successive record forms in their dossiers for comparison to determine how well they are doing); create additional oral language evaluation checklists by incorporating some of the learning outcomes that you have focused on
4. take a record of each child's reading behaviours to determine what a child can do at a particular point in time and to get a good idea of the child's progress over time; (*refer to the Teachers' Guide for sample record forms and for the procedure which should be followed*); the reading record form can also be modified to incorporate specific outcomes from the list in the curriculum that you have emphasized
5. keep a record of each child's writing behaviours; a form with a checklist should be made out for each child at different stages; a sample form and procedures for monitoring are included in the Teachers' Guide;
6. use individual and small group conferencing to check the children's progress in both reading and writing and to give them feedback
7. use story charts as one of the ways of monitoring their responses to literature; initially, teacher has to fill in the relevant sections based on the children's oral responses to queries and their discussion about the books they read during individual or small group conferencing; as students begin to write, teach them how to use the charts and allow them to complete the charts for the books that they read. Keep students' responses in their dossiers to determine how they are progressing
8. provide immediate feedback orally on children's efforts in reading and 'writing'; you can also begin to use a response journal as a means of providing personalized feedback to your students on their reading and writing; shy students will probably find this a useful way of asking teacher questions that they do not want to raise in groups – they will also be assured of getting a individualized useful response
9. since some of the children will be dialect or non-native English speakers you should monitor especially their acquisition of

- language for oral communication
10. monitor all the children’s language development for school purposes (i.e. the development of decontextualized language). Use some of the suggested activities in the curriculum under the [developing school language sections] as tasks for assessing [at specified points] their use of decontextualized language. Observe the children as they use language during interaction as well as when they make more “formal” planned presentations (e.g. in show-and-tell activities, in simple reports on their Science projects) to determine their progress in acquiring English for school use.

Evaluation forms with relevant criteria for content have to be prepared for each of the domains indicated. The emphasis of assessment in each case is to determine the development of key behaviours set out in the outcomes and to evaluate students’ progress on an on-going basis throughout the year. Here, as in Kindergarten, the emphasis is on teaching rather than on testing as a discrete one-shot exercise at the end of term or year. The Teachers’ Guide provides further elaboration with regard to the points included in the following Table. These provide a broad framework for the areas on which evaluation might focus.

Assessment in Grade I	General Guidelines/Suggestions for assessing domains
I. Listening and speaking	<ul style="list-style-type: none"> • Assess each child’s oral language ability at the start of the year and at different stages throughout the school year. • Evaluate the students’ communicative use of language; i.e their ability to convey messages. [See the TG for a sample of an oral communication evaluation form]. • Monitor their acquisition of book (decontextualized) language. • Keep a portfolio for each child and make observations notes about oral language development. Follow procedures suggested for K. • Incorporate the children’s own evaluations of their oral communication as part of the overall assessment.
II. Reading Decoding Comprehension / Understanding	<ul style="list-style-type: none"> • Assess students’ ability to follow directionality of print • Evaluate knowledge of letters and letter sound relationships • Evaluate students’ understanding of how books work : identification of cover, author, title. • Monitor students’ use of strategies to overcome misunderstandings (e.g. self correction, reading over etc.) • Evaluate appropriateness of choice and use of strategies for correcting misunderstandings • Assess understanding beyond the literal level • Assess use of strategies for figuring out word meanings

Assessment in Grade I	General Guidelines/Suggestions for assessing domains
<p>III. Writing</p> <p>Conceptualization of writing tasks Use of language Vocabulary development Effective use of process strategies</p>	<ul style="list-style-type: none"> • Monitor ability to use (some of the main) writing conventions • Assess ability to use upper and lower case letters • Assess mastery of letter shapes • Monitor ability to write in sentences • Monitor ability to present ideas in an effective sequence • Assess use of imaginative themes / topics in story telling • Monitor correct use of grammar in writing • Monitor development of spelling • Monitor ability to use a small range of different text types • Monitor development of vocabulary [Incorporate Word Bank use in your assessment] • Assess writing portfolios - use of writing journals • Monitor use of process strategies.
<p>IV. Grammar</p>	<ul style="list-style-type: none"> • Monitor children's use of grammar in the context of writing and oral presentations • Monitor ability to form sentences and to self correct when they make errors • Monitor accuracy of use of structures that individuals had difficulty with and on which teaching focused in writing and formal oral tasks

Please refer to the Teachers' Guide for:

- § specific suggestions regarding tests and ways of assessing
- § examples of assessment forms for the various domains.

A note to the Grade I teacher

Grade I is an important stage in the young child's development. Students are typically consolidating concepts learned in Kindergarten. Several children will have made significant strides in reading and will probably be attempting to read new and unfamiliar books on their own. They are also likely to be experimenting more enthusiastically with writing, taking risks in trying to represent their thoughts and ideas in more conventional ways. They will also be experimenting with spelling and they are likely to be at different stages of spelling development. It is important to continue to provide the support and encouragement that characterized teaching at Kindergarten. It is also important to continue to provide support for the non-native English speakers in the class and to foster their bi-literacy development. The focus in Grade I should continue to be on teaching rather than on testing and on helping the students to learn how to learn. Please refer to the Teachers' Guide for more specific guidance.

Curriculum for Grade II

(Age 7 – 8)

General Outcomes for Listening and Speaking

By the end of Grade II students should be able to:

1. show ability in all the learning outcomes for listening and speaking listed for Grade I
2. listen to detect emotional tone
3. listen to identify and understand contracted forms of words in oral discourse
4. identify and show understanding of typical word order patterns in English
5. identify the communicative purposes of utterances in oral discourse in various situations and contexts
6. listen to oral instructions / directions and complete tasks based on them
7. listen to determine the meaning expressed in different types of utterances
8. use appropriate conversational principles in interpersonal exchanges
9. use primary sentence patterns in oral discourse for school purposes in particular
10. use classroom language to express ideas, engage in discussion and respond to questions related to content areas across the classroom

Domains and Categories	Specific Learning Outcomes. Knowledge, Skills, Attitudes. <i>By the end of Grade II students should be able to:</i>	Sample Activities <i>The activities listed here constitute a sample that may be used as appropriate for selected outcomes. They are not matched one-to-one with the learning outcomes in the section. Teachers should supplement these with other activities</i>	Suggested Resources <i>The resources listed may be used with a range of the activities indicated. Teachers may select those most appropriate to a given activity</i>
I. Listening and Speaking			
<p>A. Context:- Interpersonal Communication</p> <p>A – 1. Listening and speaking to interact socially</p>	<ol style="list-style-type: none"> 1. show ability in all the learning outcomes listed for Grade I 2. listen attentively to speaker(s) in conversational exchanges 3. listen to get and speak to give information 4. listen to detect the emotional tone of a speaker 5. listen to get the gist of a message 6. listen to process speech uttered at different rates 7. listen to determine the sequence of a series of events described 8. listen to predict the outcome of events described by others 9. listen to process messages that are characterized by hesitations, false starts, stops, pauses, errors and corrections 	<p>§ Set up pre-listening activities that orient students to the listening task through the activation of experience or background knowledge.</p> <p>§ Discuss points related to the focus of the listening text; pre-listening tasks can involve discussion, filling in charts that highlight some points and which require students to verify their answers as they listen.</p> <p>§ During listening tasks can also require students to supply information in a chart based on listening.</p> <p>§ Set purposes for listening; do not ask students to listen for too many things at once.</p> <p>§ Have students listen to instructions on how to perform a task / how to do something and have them do the activity based on the instructions they heard; begin with simple manageable activities.</p> <p>§ Have students listen to directions and reproduce them in a simple sequence or fill in a pre sketched map.</p> <p>§ Provide opportunities for students to</p>	<p>§ Scripts of interesting dialogues on different subjects appropriate to the age level – teachers can collaborate to create appropriate ones for the age group based on the outcomes for learning.</p> <p>§ Stories with interesting dialogues that illustrate greeting and leave-taking conventions as well as differences in tone.</p> <p>§ Modified monologues in which the speaker’s use of language is marked by hesitations, pauses, etc.</p> <p>§ A listening centre with a selection of tapes to which students can listen to reinforce specific learning points.</p> <p>§ A selection of maps – children can make up several as part of Social Studies- for use in giving directions.</p> <p>§ A tape recorder and a selection of tapes with recorded stories, poems, dialogues, how-to texts etc. [teachers can create these over time, structure the tasks and prepare the stimulus materials.</p>

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	<p>10. listen to identify the communicative purposes of utterances in spoken discourse</p> <p>11. listen to draw appropriate conclusions from spoken messages</p> <p>12. listen when being addressed by others</p> <p>13. use appropriate gestures / facial expressions and maintain eye contact in conversations</p> <p>14. use facial and other paralinguistic clues to determine the meaning of a speaker's message</p> <p>15. use appropriate strategies for opening and closing conversations</p> <p>16. use the language that is appropriate to situation and context for routine exchanges e.g. greeting, leave-taking, introducing, apologizing, requesting etc.</p>	<p>give authentic instructions for getting something done.</p> <p>§ Have students listen to dialogues (e.g. in the context of stories or excerpted) that focus on different ways of greeting and leave-taking; choose examples based on different situations and that express different levels of formality between speakers.</p> <p>§ Draw attention to conventions for greeting and leave-taking as these occur in the stories that they read.</p> <p>§ Simulate situations in which students role play specific behaviours related to selected listening and speaking tasks outlined in the outcomes e.g. explaining to a visitor to the school how to get from one place to another.</p> <p>§ Use tape recordings of conversations between speakers in which there is an obvious difference in tone; help students to detect and talk about the differences.</p> <p>§ Use an interesting and appropriate listening text and have students focus on the gist (i.e. what it is about); discussion before the actual listening activity can focus on general points</p>	<p>These can become part of a school resource centre and shared].</p> <p>§ Listening texts from content areas across the curriculum.</p>

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	17. use turn-taking and other conventions appropriately in the classroom (e.g. seeking clarification etc.)	<p>related to the subject matter; e.g. give students three or four statements which represent a set of choices for the gist and ask them to listen to determine which one of the statements best describes the gist of the text</p> <p>§ Use recordings of the same message (select a short one) spoken at different rates; let students listen to the faster versions first – to determine how much they can process; play the normal version afterwards to have them check their understanding.</p>	
A – 2. Communicating to get and give information	<p>18. listen to instructions and directions and perform the appropriate actions and behaviours they require</p> <p>19. listen to determine the cause and effect of an event described by someone</p> <p>20. listen attentively to news items or other types of messages to understand and explain the gist</p> <p>21. ask appropriate and relevant questions to get needed information</p>	<p>§ Use the following listening texts among others to have students predict outcomes; stop the recording before the end and have students suggest predictions: news reports of incidents; dialogues in which speakers are working out a problem or discussing a situation; interesting stories.</p> <p>§ Use texts in which people greet each other in different ways; e.g. use samples of dialect / Creole and Standard English exchanges appropriate to different situations and contexts, and have students listen to them and talk about the differences and the appropriateness of each to the</p>	<p>§ A radio for listening to selected news broadcasts and other selected programmes related to subjects across the curriculum (e.g. environmental matters).</p> <p>§ Tape recordings of a variety of stimulus materials including dialogues, short selections spoken at faster and slower rates of speech and selections depicting different emotional tones.</p> <p>§ Selections of stories, conversations etc. for helping students to determine the gist, main idea, and for making predictions about endings etc.</p>

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	22. use Wh- and yes/no questions to get specific information about a topic / subject matter 23. speak to signal comprehension of a message and provide comment where appropriate 24. speak to signal lack of comprehension of a message and request clarification in an appropriate way 25. provide factual information about events based on first hand experience / knowledge 26. give explanations and descriptions based on observations made (of varying phenomena) 27. give relevant and appropriate answers to questions asked 28. ask for and give clear directions 29. ask for the opinions and views of others on specific events / occurrences	situation and context in which they occur. § Design tasks the completion of which will depend on the students listening to and following instructions accurately § Present students with different question types; discuss them and the type of information each type elicits. § Simulate interviews in which students ask appropriate questions to get needed information, e.g. have them use the telephone to get information from an agency like the weather bureau; this can be developed as small group projects in which students work on the questions they will ask; listening texts should provide good models of types before students undertake the follow-up task of formulating their own questions and conducting (or role playing) the interview / using the telephone. § Use listening texts that explain how to perform a task or activity; give students opportunities to explain how to perform / do a task following the guidelines presented in the text (use only one text per listening activity).	[Note that listening and speaking can be integrated with reading especially in group reading sessions] § A dress up centre with home made costumes which can be used in role plays and other follow-up activities to listening . § Puppets, finger puppets for activities in which students provide the voices for the puppets. § Clippings of interesting news items – appropriate to the age group – for reading to the students and to stimulate discussion and the exploration of students’ views on various subjects. § Audio clips of selected news items and radio interviews. § Paper, pencils, pens, paints, Bristol board. § Experiments from other content areas across the curriculum. § Texts from other content areas across the curriculum, which can be used as listening texts.

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		<p>§ Set up simulations in which students solicit information or the views of others using appropriate language and questions; incorporate opportunities for students to ask for clarification in such situations.</p> <p>§ Create ‘treasure maps’ with directions and clues for finding treasure; students can play in groups or teams; teams have to listen carefully to clues to figure out the location of the treasure (treasure could be an exciting new story book for reading time or other varied motivational articles that would enhance learning in an interesting way).</p> <p>§ Have students present orally the directions they would give to a visitor to their school to help the person get from one key location to the next.</p> <p>§ Use maps (real or devised / or of imaginary settings) as stimuli for students to work out directions and to present them in class.</p> <p>§ Use experiments from cross curricular subjects (e.g. Science / Social Studies) and have students (a) explain the process of doing the experiment, (b) present their</p>	<p>§ Realia –e.g. cooking implements and ingredients for use in follow up activities to selected listening tasks e.g. for carrying out instructions (listened to) on how to prepare a dish / make cookies [information from cross curricular subjects can be ideal - integrate where appropriate].</p>

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		<p>observations of the results of the experiment (e.g. the process of germination – this could be part of project work in which students bring in the seeds and set up the experiment for observation in class).</p> <p>§ Integrate across the curriculum and have students focus on appropriate language use in other subject areas, e.g. as in the foregoing suggested activity.</p> <p>§ Focus on appropriate language use in other subject areas so that students understand that language is an important tool which enables them to access information, understand concepts and express their own ideas about cross curricular topics and concepts.</p>	
B. Listening and Speaking to develop oral language for classroom (academic) purposes			
B – 1. Listening for enjoyment and speaking to express a personal response	<p>30. listen to stories and other literary selections and express a personal response to them</p> <p>31. listen to identify rhyming words in poems and other literary selections</p>	<p>§ Let the students listen to readings / recordings of stories, poems etc; set tasks which require them to determine personality (type) of a speaker / or the point of the extract etc.</p> <p>§ As follow up activities let students role play and recreate sections</p>	<p>§ Puppets, costumes, props for the dress-up / role play centre.</p> <p>§ A good selection of interesting poems with lively rhyming patterns and vivid language.</p> <p>§ A selection of video taped stories</p>

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	<p>32. recite poems, limericks and other literary selections, paying attention to the rhythm of the language</p> <p>33. describe reactions / emotional attitude to stories listened to or viewed</p> <p>34. retell favourite stories</p> <p>35. role play characters and parts of favourite stories</p> <p>36. use appropriate register suited to situation and context</p> <p>37. listen to humorous selections and identify and talk about the humour</p> <p>38. listen to instructions and follow them to complete tasks / activities based on them</p> <p>39. listen to determine the main idea of a selection</p> <p>40. listen to identify cohesive</p>	<p>pretending to be the character(s) in the selection they listened to and encourage them to use the language of the character (e.g. S.E.) or modify from dialect to Standard or vice versa where appropriate [Note: exercises like this can be used to help students to develop language awareness, and to begin to develop the ability to switch codes appropriately to situations].</p> <p>§ Have students identify the rhyming words and patterns in poems.</p> <p>§ Provide opportunities for choral renditions of poems by groups; have students pay attention to rhythm and clarity of expression.</p> <p>§ Read selections which create vivid images through the use of precise nouns and exact verbs and have students identify the words that create the images and describe what they imagined as they listened.</p> <p>§ Use humorous selections, jokes, riddles, limericks related to the subject matter being dealt with. Have students talk about the humour of the selections.</p>	<p>for use as a stimulus to get students to talk about their reactions / personal responses to the material</p> <p>§ Invited visitors to the classroom to speak to students about topics relevant to subject matter across the curriculum or about their lives and experiences [choices should be appropriate an topics interesting to the age level].</p> <p>§ Recorded selections of messages using different registers for students to identify situation and context in which they would occur.</p> <p>§ Jokes, riddles other selections from real life – interesting humorous pieces.</p> <p>§ Selections depicting practical situations; and tasks e.g. recipes, how-to tasks.</p> <p>§ Word games with clues which students must listen to and use in constructing appropriate sentences</p> <p>§ Games which use specific cohesive (linking) words/ devices as clues and which students must</p>

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	<p>devices used in oral discourse (e.g. <i>and, so, but, then, because, after, before</i>)</p> <p>41. listen to distinguish between main idea and supporting information in oral discourse</p> <p>42. listen attentively in the classroom to understand the nature of tasks set and to perform them</p>	<p>§ Use cut outs depicting scenes from a story that you read or a recording that students listened to. After they have listened have them put the pictures in the correct sequence.</p> <p>§ The foregoing activity can be modified and designed to give students practice in following explanations / instructions on how to make or do something (e.g. follow a recipe to cook or bake something). The pictures can represent stages and can be jumbled; students then have to put in the correct order. An alternative would be to have students match instructions given orally to the appropriate picture (then place them in the proper sequence).</p> <p>§ Have students perform selected tasks which they can only complete if they listen carefully to a series of instructions that are read by the teacher or are on tape.</p> <p>§ Choose selections that make good use of linking (cohesive) words (e.g. and, so, but, then, after, before, until, therefore) and present the listening text without them. Give students a list of the devices / linking words and</p>	<p>listen to in order to create correct and acceptable sentences that incorporate the specific clues [For these games you need a judge, a reader, a scorer, time-keeper and teams to play. See some suggestions for games in the <u>Teachers' Guide</u>]</p> <p>§ A game in which students listen to a series of sentences – one at a time – of different types and which they must transform correctly into another type (orally).</p> <p>§ Pens, paper etc. for students to work out questions for interviews and` cards, Bristol board for making cut outs for situations.</p>

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		ask them to put them in the proper slots; [this activity can be modified in different ways].	
B - 2. Listening and speaking to give and get information in classroom contexts	<p>43. use appropriate conversation principles in interpersonal exchanges in the classroom</p> <p>44. use different sentence patterns in oral presentations on cross curricular topics / subjects</p> <p>45. use classroom (decontextualized) language to express ideas and engage in discussions on subject content in class</p> <p>46. use appropriate time reference in oral discourse, particularly presentations on curriculum content</p> <p>47. ask appropriate questions of teacher / peers to get needed information</p> <p>48. give information orally in a logical and sensible way</p> <p>49. explain a simple process</p> <p>50. create and present alternative</p>	<p>§ Have simulated interviews in which students pretend to be certain characters / people whom they ask a prepared set of questions.</p> <p>§ Let students interview each other then let them introduce each other to the class. [This can work well early in the school year and can be set up as pair work with students taking turns to introduce each other to the class]. Have students work with a set of questions which can be generated by the class during general discussion; individuals can add questions.</p> <p>§ Devise games in which the object is for students to produce correct sentences orally for different purposes. E.g. have descriptions of situations on separate cards (Mr. Jones has just moved into a house on your street. He is new to the neighbourhood and wants to find out how he can get to the closest post office...). Students can work in teams – one team selects a card and assigns someone to read the situation. The other team selects from its members the characters to act out the</p>	<p>§ All the resources listed under B – 1.</p> <p>§ Writing and art materials for creating games.</p> <p>§ Reference texts e.g. a children’s encyclopedia and dictionary.</p> <p>§ Cross curricular texts on different subjects e.g. animals in the environment, endangered species etc.</p>

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	<p>endings to stories listened to</p> <p>51. express a personal response to literary selections listened to</p> <p>52. speak to signal lack of understanding of a spoken message</p> <p>53. ask appropriate questions for use in an interview</p>	<p>situation. A small group can be chosen to work with teacher to award points (teacher acts as guide) for: appropriate greetings / appropriate choice of code and language in the given situation/ clarity of the language etc. Situations are read only once so the team listening has to be attentive. Teams take turns to listen and act out. Situations and game can be varied.</p> <p>§ Work out with students appropriate ways for seeking clarification in class or to indicate that they do not understand a communication (or instruction).</p> <p>§ Select texts on the basis of the objectives established for specific tasks / activities and based on the relevance of issues and students' interest.</p>	
C. Listening and Speaking for understanding	<p>54. listen to distinguish between main and supporting ideas in oral discourse</p> <p>55. listen to distinguish between relevant and irrelevant information in oral discourse</p> <p>56. listen to predict the outcomes of events</p>	<p>§ Read to students from an expository / informational text or have them listen to appropriate recordings for specific details which they will then provide to solve a particular puzzle or to reconstruct an event.</p> <p>§ Read titles of texts to students as a before listening task. Have them exchange ideas regarding what they</p>	<p>§ Appropriate language tasks with problem solving components based on the specific outcomes; e.g. listening for details to perform a task or complete an activity.</p> <p>§ Flash cards with letters and symbols representing clusters, digraphs etc.</p>

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	<p>57. listen to determine the meaning expressed in different types of utterances that incorporate varying syntactic structures</p> <p>58. listen to determine a speaker's purpose</p> <p>59. listen to make inferences and draw appropriate conclusions from spoken messages</p> <p>60. listen to determine cause and effect in events described</p> <p>61. listen to infer and to supply missing details in stories and other types of text</p> <p>62. use context clues in oral discourse to deduce meaning</p> <p>63. use appropriate language to seek clarification from teachers / peers / others</p> <p>64. use Standard English in discussions about content areas across the curriculum and in the Language Arts</p>	<p>think the story will be about.</p> <p>§ Read partial accounts of events, parts of stories to students. Stop at an appropriate place before the resolution and have them make predictions about the outcome based on what they have understood from listening to the first part. Allow for comparison of predictions with actual outcomes.</p> <p>§ Present students with a series of possible reasons that explain the purpose of a speaker's comments. Have them listen to the recording (which may be a monologue / dialogue / speech) and determine from the selection of statements the one that best describes the speaker's purpose. Let them give reasons orally for their choice.</p> <p>§ Model the use of book (decontextualized) language for classroom purposes such as: discussing plots of stories, characters and character motivation, presenting oral reports on a variety of subjects; making planned speeches / votes of thanks etc.</p> <p>§ Monitor the students' acquisition of English (if English is not their native</p>	<p>§ A variety of literature books to read to students and which students can access in the class library / reading corner.</p> <p>§ Recorded stories and other materials that use book language and can be used as stimuli for listening activities.</p> <p>§ A selection of materials from other curriculum content areas.</p> <p>§ Charts with word lists and word families representing new words learned in listening activities.</p> <p>§ A class Word Bank to which students can have access.</p> <p>§ Notebooks for students to create their personal Word Banks.</p> <p>§ Charts showing full forms and contractions of words. These can be developed by students in groups following listening activities that use this material and that orient the students to the difference between the forms.</p>

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	<p>65. identify key words in a selection listened to</p> <p>66. paraphrase a speaker's message</p> <p>67. recall important details from spoken discourse and texts listened to in class</p> <p>68. use well-formed sentences in planned / prepared oral presentations in class</p> <p>69. identify and make use of common contractions appropriately in informal discourse</p>	<p>language) for oral communication in the classroom.</p> <p>§ Choose good texts from content areas across the curriculum for listening tasks.</p> <p>§ Provide opportunities throughout the day for students to listen to and read good models of book language. [This will be provided for adequately if a lot of reading is done in class and if a good selection of listening texts is used each week for listening activities].</p> <p>§ Identify specific information that students must listen for to complete a task.</p> <p>§ Select some texts (dialogues / conversations) in which the speakers use contractions found in spoken discourse. Discuss the appropriate contexts of use (e.g. spoken versus written language and representations of spoken language in stories etc.). Design tasks / activities in which students have to supply the full form for each occurrence. Some activities can be organized as games with teams.</p>	

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		§ Use oral ‘cloze’ selections (i.e. text selections with every 5 th content word deleted) and have students provide an appropriate word in each case. An alternative task would be to list the content words on the board and as students listen have them indicate on a sheet, using numbers to identify the words) the contextual ordering of the words in the list. You may have to play the listening text twice for activities like this so students can verify their answers.	
D. Listening and speaking to evaluate concepts	70. listen to distinguish fact from opinion 71. listen to distinguish between fantasy and reality 72. express judgments / opinions about stories and other literary materials they have listened to as well as the views expressed by others	§ Read accounts that are based on real events / occurrences and some that are fanciful (i.e. based on fantasy) and have students talk about what makes certain behaviours or occurrences plausible or implausible.	§ Articles from children’s magazines, selected newspaper articles and other reading materials that include examples of opinions and factual information.
E. Developing oral communication for interpersonal interaction and for school purposes	73. distinguish between, and use appropriately, positive and negative statements in oral communication 74. distinguish between and use appropriately: Wh- and yes/no question forms	§ Early in the year, work with students to establish the rules and guidelines for classroom procedures (especially for oral interactions) and behaviour. Have students make up posters listing these rules and put them up in a general area for reference. § Arrange for choral recitation of lively	§ Large sheets of card or Bristol board for writing up word lists, word families, agreed-upon class rules. § Realia from other subject areas for work across the curriculum, e.g. seeds for germination, blotter paper, light soil, materials for other

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	<p>75. retain chunks of language of different lengths for short periods</p> <p>76. listen to follow instructions / directions</p> <p>77. speak to give instructions / directions</p> <p>78. use appropriate registers suited to different situations and contexts</p> <p>79. speak clearly, confidently and pace the rate of speech appropriately</p> <p>80. identify words in stressed and unstressed positions</p> <p>81. assign stress appropriately to words.</p>	<p>poems with vivid images and interesting rhyming patterns.</p> <p>§ Design several activities based on other content areas in the curriculum that will require students to talk about topics of their choice to the rest of the class and explain projects they have worked on, or give instructions for something based on their observations and first hand experience of (doing) something.</p> <p>§ Have students give planned presentations based on their notes (e.g. their observations of an experiment; the steps they followed in doing a project; the outcomes of a project; reports etc.).</p> <p>§ Use interesting rhythmic poems with distinctive stress patterns. These and other text types can be used with students to help them enunciate and develop their voice skills and assign stress appropriately to words.</p> <p>§ Contrast utterances in dialect / Creole and Standard English to heighten students' awareness of the differences between the language codes used in their communities.</p>	<p>experiments appropriate to age level.</p> <p>§ Pens, pencils, markers etc.</p> <p>§ Recordings of poems and other selections in the "listening corner / centre" to which students can go after group listening activities to consolidate information.</p> <p>§ Tapes with good models of book language and with samples of dialogues using registers that would be appropriate to different situations and contexts.</p> <p>§ A tape recorder.</p> <p>§ Authentic samples of utterances in dialect, Creole, Standard English and samples of formal and informal English [use samples taken from native speakers]</p>

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		§ Design activities that help students develop awareness of the differences between spoken and written language.	
F. Vocabulary development for oral communication in classroom and other social contexts	82. use a variety of high frequency words in spoken messages and conversations 83. use contextual clues to help determine word meanings 84. listen to determine contracted words in oral discourse 85. identify and show understanding of typical word order patterns in English 86. distinguish word boundaries 87. build vocabulary through using new words learned in relation to cross curricular content in oral presentations 88. pronounce the sounds of English accurately	§ Develop word lists / word families in joint activities with students and display them on charts for easy reference. § Use semantic maps and feature grids to show the associations / relationships between words and to show word groups/ families (for words encountered in listening tasks. § Have students incorporate new words in their Word Banks and encourage their use in oral and written communication so that students can develop true ownership of these words and extend their vocabulary. § Use cut outs with words and phrases that can be put together to illustrate word order patterns in English. Use the functions of these words (e.g. subject / object / verb / naturally in explanations. [Note: students do not need to learn definitions of word functions by rote. The terms and their functions will be learned over time - through natural reference to them by teacher in activities in which they are encountered].	§ The resources listed in the foregoing sections. § Lists of connotations for words encountered in listening texts. § Semantic maps for showing word associations. § Charts with letters and symbols / graphics representing sounds of letters for reference and revision where necessary. § Letter / alphabet centre include charts and graphics illustrating clusters, blends, diphthongs etc. § Tapes with selections that highlight the different letter / sound combinations that are emphasized in the listening texts.

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		<p>§ Continue to teach phonics as needed and as an integral part of the language arts and reading programmes [rather than in isolated drills].</p> <p>§ Observe students' pronunciation during speaking and reading. Provide good models of language during your own reading to students, in talking about class activities and in giving instructions.</p> <p>§ Make lists of connotations and generate alternatives [where appropriate] to words used in selected listening texts. Encourage students to select words judiciously from various resources in the class (e.g. Word Banks and Dictionaries) for use in their planned oral presentations and in their writing.</p> <p>§ Continue with the alphabet centre primarily as a reference for students. Include several activities, some more advanced than those used in Grade I.</p>	
G. Voice skills. Developing clear enunciation, clear articulation and pronunciation	<p>89. project voice effectively as required in different situations</p> <p>90. vary volume, modulate tone and adjust pace as necessary</p>	<p>§ Provide opportunities for students to make planned individual presentations in class.</p> <p>§ Use choral activities to teach voice control, pacing etc.</p>	<p>§ Selections of poetry, limericks, jingles etc with different rhythm.</p> <p>§ A small selection of percussion instruments, e.g. clappers for use during recitations or exercises in</p>

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	<p>and as appropriate in different situations and contexts</p> <p>91. use acceptable intonation patterns for different sentence types</p> <p>92. pronounce words using appropriate stress assignment</p> <p>93. pitch voice effectively as required in different situations</p>	<p>§ Design listening tasks that require use of different sentence types and with appropriate intonation by speaker.</p> <p>§ Have students identify simple intonation patterns (rising / falling end tones in utterances).</p> <p>§ Read (or play recordings of) poetry selections to students in which word stress is distinctive in metric (rhythmic) patterns. Have students listen and clap or tap on desk to indicate stressed syllables as selection is listened to.</p>	<p>which stress is emphasized.</p>
H. Attitudes for effective oral communication	<p>94. initiate and maintain conversations when necessary</p> <p>95. respond to a speaker (interlocutor) in an appropriate manner</p> <p>96. listen to the views expressed by others without impolite interruptions or unwarranted hostility</p> <p>97. show willingness to participate in classroom activities for oral development e.g. group</p>	<p>§ Design activities in which pair work is required.</p> <p>§ Select topics of interest to encourage discussion.</p> <p>§ Let students exchange news; have each student in a pair tell the other's news [e.g. as a variation on each student reporting his / her own news- as a means of maximizing oral practice]</p> <p>§ Review conversation rules with students, e.g. turn taking, signaling for a turn to speak.</p> <p>§ Integrate oral activities across the</p>	<p>§ Taped selections that provide models of different kinds of exchanges.</p> <p>§ Selections that lend themselves to group recitation.</p> <p>§ Develop the dress-up / costume centre to provide variety for students in their role play activities.</p> <p>§ All the resources listed in the foregoing sections.</p> <p>§ <i>The teacher as resource to:</i></p>

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	<p>work, oral recitations, role play and other listening activities</p> <p>98. show willingness to follow the rules for cooperative group tasks and activities</p> <p>99. be courteous and polite during interpersonal exchanges in class and in response to questions after planned presentations</p> <p>100. show willingness to participate in daily activities for oral practice</p> <p>101. show willingness to share ideas, express opinions and views and to</p> <p>102. listen to those expressed by others</p>	<p>curriculum so that oral work, discussion of content is a regular component of the activities of other subjects as well as in the Language Arts.</p> <p>§ Use other content area topics for planned presentations so that all students have several opportunities in a given day to use the language of the classroom for oral practice.</p>	<p>provide good models of language</p> <p>design appropriate activities for listening tasks / activities</p> <p>create a classroom environment that allows for the exchange of ideas</p> <p>support students' efforts as they work to use different registers of language appropriately.</p>

II. General outcomes for Reading

By the end of Grade II students should be able to:

1. show mastery of all the learning outcomes listed for Grade I
2. use prior knowledge and background experience to construct meaning in texts
3. read familiar texts independently and with confidence
4. read aloud with a pleasant voice and manner and with good understanding
5. read silently and independently and show good understanding of what was read
6. use appropriate terms for the parts of a book
7. identify different text types and genres
8. read fluently and automatically at level
9. use various reading strategies to monitor their own understanding of texts and repair misunderstandings
10. increase their reading rate and show understanding of what they have read quickly
11. make inferences about the ideas, events and information presented in texts that they read
12. draw conclusions about the texts that they read
13. show that they understand the structure of different text types
14. express a personal response to texts they have read

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II Reading			
A. Understanding about texts. Content, context and organisation	<ol style="list-style-type: none"> 1. show mastery of the outcomes listed for Grade I 2. locate the title, author (name) and illustrator on the title page 3. locate the title page and Table of Contents 4. Use appropriate terms for the different parts of books (e.g. chapter, illustrations, title etc.) 5. use appropriate terms to describe text elements (e.g. letter, word, phrase, sentence, paragraph) 6. identify and talk about characteristics of different types of texts (e.g. lists, recipes, advertisements, newspaper articles, speeches, poems, stories) 7. identify and talk about different genres (e.g. narrative / story; play, expository, descriptive, biography) 	<ul style="list-style-type: none"> • Engage students in project work, e.g. making up a class newspaper and include different text types e.g. recipes, lists advertisements, illustrations. • Select interesting materials from different genres as part of the reading programme. • Have students create a semantic feature grid to highlight the differences between the text types. • Read aloud to students from selections of different genres and have them engage in shared reading activities (pairs, small groups / with teacher) • Focus on text characteristics of the genres introduced. • Have students generate questions they would like to ask the author if they could meet him / her. • Encourage students to ask questions about all text types that they read as an aid to constructing the meaning of the text. • Focus on the illustrations and graphics used in texts and talk with students about their relevance and usefulness; encourage 	<ul style="list-style-type: none"> • A wide selection of reading materials comprising different text types from sources across the curriculum. • Different genres, e.g. stories, poetry, newspaper and magazine articles appropriate to age level. • Material from subjects across the curriculum; e.g. recipes, expository material from other subject areas. • A drama corner with costumes for presentations depicting representations of selected readings. • A language arts corner for displaying samples of literary materials representing different genres. • Bristol board and stencils for creating captions, headings etc. for ads and for use on newspaper projects. • Information Technology (IT) support for learning how to

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	<p>8. identify and talk about different ways of organizing text</p> <p>9. use illustrations in a text to help with the construction of the meaning of that text</p> <p>10. talk about the usefulness and contribution of illustrations, graphics and other such features to the texts they read</p> <p>11. set purposes for reading</p>	<p>students to have a go at interpreting these.</p> <ul style="list-style-type: none"> • Have students illustrate their stories and use captions for their illustrations. • Have students represent information in different formats, e.g. have them represent the content of an informational paragraph in the form of a chart, diagram, list, table or illustration (where the text lends itself to this type of representation). • Use appropriate terms for the parts of a book during shared reading activities with students. Point out the referents for these terms and encourage students' use of the terms during their discussions (and in their writing) about the texts. • Select a variety of interesting reading materials that exemplify these different text types and integrate across the curriculum. For example, focus on the format and text of recipes during activities related to Home Economics; lists in subjects that use these, e.g. in listing requirements for simple experiments in Social Studies and Science. • Talk about the organization of these different text types with students and 	<p>format their newspaper and magazine projects [a computer in the class or shared IT lab in the school for demonstrating the use of templates and for creating different text formats. Also let the children do mock ups by hand.]</p> <ul style="list-style-type: none"> • A reading centre with a good and varied selection of interesting literature and some samples of audio books. • A tape recorder for children to listen to text selections read by the authors as they follow in their books [taped resources available in public libraries]. • Access to a VCR and monitor for occasional viewing of film versions of selected texts they have read. • Examples of charts, diagrams etc. Representing information presented originally in text format [teacher can create these with students or have students work on these in small groups as part of project work.].

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		<p>have them work collaboratively to list the differences they observe.</p> <ul style="list-style-type: none"> • Write up characteristics on flip chart paper or Bristol board and paste on the wall of the classroom for reference 	
B. Word recognition / decoding strategies	<p>12. use some strategies to identify words [e.g. use of initial letters, sounding out, stretching out sounds]</p> <p>13. use knowledge of phonics / letter – sound relationships as an aid to decoding unfamiliar words</p> <p>14. use familiar letter combinations in longer (unfamiliar) words and an aid to decoding them</p> <p>15. use syllabic patterns / segmenting or chunking as an aid to decoding words</p> <p>16. use contextual clues to identify words</p> <p>17. use definitions and other contextual clues to determine the meaning of words</p> <p>18. identify, pronounce and use</p>	<ul style="list-style-type: none"> • Model the use of strategies for children, e.g. stretch out the sounds of letter combinations so they can hear the sounds. • Help children to sound out difficult long words in parts and to use their knowledge of phonics in doing this. • Use word building games e.g. print parts of words on strips of Bristol board. Have students vary prefixes and suffixes to make different words. • Provide opportunities for students to practise saying the words during the game. Select new, unfamiliar words as well as known words from reading selections for the week. Organise games to be played in teams or pairs. • Use cloze exercises in which the students must figure out the word that goes into a particular slot (provide clues where necessary, e.g. the initial letter or a cluster). • Bring in samples of environmental signs. 	<ul style="list-style-type: none"> • Building blocks with individual letters that can be moved around to demonstrate letter combinations. • Bristol board cut outs with significant letter clusters and word roots. Also cut outs with dominant prefixes and suffixes. • Cardboard, glue and other materials for making word games (can be done as group project work). These can go into centers for regular use by students. Base games on teaching points to reinforce learning. • Teacher resource: work with colleagues to develop cloze and other suitable exercises; refer to text resources for ideas. • Organise field trips for

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	<p>appropriately words that comprise the sight list from reading across the curriculum and from narratives</p> <p>19. read environmental signs and names of places</p> <p>20. use known letter clusters, context clues and sentence structure as an aid to decoding difficult words</p>	<p>Have students work on projects in groups to create environmental signs.</p> <ul style="list-style-type: none"> • Design word sorting activities in which students can use new words from their reading across the curriculum into word class categories. • Provide opportunities for students to add to their Word Banks on a regular basis. 	<p>observing environmental signs.</p> <ul style="list-style-type: none"> • Materials for students to create their own signs [this can be developed as a school project in which they create appropriate signs for the school]. • Use resources from across the curriculum. Develop a Word Bank for the class and have students develop individual Word Banks in which they add new words that they learn from all subjects across the curriculum.
C. Understanding texts			
C – 1. Constructing meaning. Critical reading and thinking	<p>21. use prior knowledge and background experience to help them construct meaning in texts that they read</p> <p>22. use pictorial and other visual clues as an aid to understanding when reading different types of text</p> <p>23. use general knowledge as well as particular</p>	<ul style="list-style-type: none"> • Activate students schemata before they read by tapping into their background knowledge and experiences and orienting them to the text to be read. • Focus students; attention on visual clues to help orient them to the story to be read. Let them suggest what the story will be about based on the title, visual clues etc. • Engage students in general discussion about experiences related to those presented in the text (before reading). Use queries and record students' 	<ul style="list-style-type: none"> • Flip chart paper / chalk or marker board; chalk, markers; ticky-tack or press pins for putting up charts. • Exercise books / sheets of paper for recording responses. • A reading corner containing a variety of literary selections to which students have access for silent, independent reading.

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	<p>knowledge of content to check their understanding of the meaning of a text</p> <p>24. self-correct when they make errors</p> <p>25. read over sentences and sections to clarify the meaning</p> <p>26. make meaningful substitutions for difficult words then follow up by checking</p> <p>27. use titles, cover, illustrations, first sentence / paragraph to make predictions about the content of a text</p> <p>28. confirm or disconfirm their predictions about a text after reading on</p> <p>29. use linking words and discourse markers to help them understand relationships in text</p> <p>30. use a variety of strategies to construct meaning; e.g.</p>	<p>responses about their expectations of a text. Have them refer to these after reading to confirm or disconfirm their predictions.</p> <ul style="list-style-type: none"> • Have students read to locate specific information in a text. • Create clusters / webs / semantic maps during discussion before reading to record the relevant comments students make about a text. Let students create a second map after reading and compare it with the first or extend the first map, using additional relevant information gained from a reading of the text. • Model aloud your thinking process in making relevant connections in the text based on the use of linking words and other discourse connectives. • Isolate relevant linking words and transitional markers [after reading], put these on the board or on a sheet of flip chart paper and let students discuss the sentential relationships and meanings of the sentences in which these words occur within the larger context of the paragraph. • Let students generate questions that occur to them during reading about events / information in the text, e.g. why the 	<ul style="list-style-type: none"> • Materials for drawing and painting: paper, paints, brushes, pencils, crayons. • Bristol board for KWL charts and loose sheets or exercise books for individual charts. • Graphic representation of relationship between main and less important events of a story or between main ideas and supporting details of an expository text. • Charts with blanks of Venn diagrams that students can work on in small groups (or individually) to compare two stories they have read or the written and video taped version of a story. • Blanks of Venn diagrams that they can clip into their exercise books for individual work on comparing characters or texts. • A quiet corner for conferences with individuals and small groups.

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	<p>rereading difficult phrases, sentences, paragraphs; reading on.</p> <p>31. use strategies e.g. QARs to help them locate information in a text and to make inferences</p> <p>32. make inferences about the texts they read</p> <p>33. draw conclusions about the ideas / events presented in texts that they read</p> <p>34. formulate and express a judgment about the (ideas, events, information presented in) texts that they read</p> <p>35. distinguish between reality and fantasy and give reasons for their response</p> <p>36. determine cause and effect relationships in the selections that they read</p> <p>37. develop fluency in reading cross curricular content (e.g. the language of Social</p>	<p>author presents certain details.</p> <ul style="list-style-type: none"> • Model techniques for making inferences, e.g., using a specific clue and relating it to other clues [bits of information in the text] to arrive at an accurate conclusion. Use the think and search technique. • Model QARs to help students learn how to find answers to questions about a text. • Teach problem solving strategies for reading, e.g. use queries and responsive elaborations with students in one-on-one or small groups to show them how to repair misunderstandings they encounter during reading. • Let students illustrate the stories that they have read. • Let students create a KWL chart before reading about a particular topic [<i>What I know; what I want to know; what I have learned</i>]. Let them return to the chart after reading and update it based on their reading. Add another column to the chart: <i>What I can do with the information I have learned.</i> • Use text selections from subjects across the curriculum, especially expository material) and emphasise the relatedness 	<ul style="list-style-type: none"> • A language / reading corner with story grammar charts and relevant checklists of questions students can ask as they try to understand about the characters and other story elements in the particular story books they read. • Pictorial charts for depicting selected strategies e.g. QARs. • Selections from across the curriculum as part of t. • An exercise book for students to list their own personally significant words. • Teacher resources; collaboration with other teachers to select appropriate themes for projects that would involve integration across the curriculum. Solicit students input/ suggestions for themes of interest to them [what they want to know/ learn more about]

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	<p>Studies and Science) at level</p> <p>38. read stories and poems suited to their age level with fluency</p> <p>39. talk about the different elements of stories that they read</p> <p>40. use a story grammar [the structure of narratives] to identify and talk about story elements , e.g. setting, plot, character.</p> <p>41. distinguish between main idea and supporting details in informational texts</p> <p>42. distinguish between relevant and irrelevant information in reading selections</p>	<p>of skills used in understanding texts of all types.</p> <ul style="list-style-type: none"> • Work with students on creating an “emotions” map for specific characters in the stories they read. • Make a “zig-zag” book which traces the sequence of events in stories and (auto) biographies. • Let students generate two or three alternative endings for stories then let them discuss the plausibility of their alternative endings based on the actual events of the story. • Use Venn diagrams to compare two stories that they have read. • Begin to introduce literary terms naturally (e.g. simile) in discussions about the literary texts, in reading poems. Orient students to how words can be used to suggest / capture sounds [e.g. the buzz of bees – onomatopoeia – do not require them to memorise the terms just mention them when good examples come up in the reading material. • Use a story grammar as a framework reference for discussing stories 	

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		<ul style="list-style-type: none"> • Set aside time every day for sustained uninterrupted silent reading (independently) . • Set aside time for individual reading conferences with students [every fortnight / month] to monitor individual progress to evaluate their reading ability. • Organize adequate alternate tasks to engage other students while in conference with particular students / groups. • Organize for flexibility in classroom management to facilitate small group activities. Organise space for maximum utility in creating work stations for individuals and small groups. • Help students set goals for reading. • Organise shared reading activities between pairs and in small groups. Students can share stories they have read independently and explain why they liked or did not like them. 	
C – 2. Responding to Literature	<p>43. make predictions about story outcomes based on the story events and the actions of characters</p> <p>44. talk about characters, their</p>	<ul style="list-style-type: none"> • Encourage discussion / coverage about key story elements in sharing responses to a text. • Let children formulate a series of 	<ul style="list-style-type: none"> • Individual journals for students to record their personal responses to the books that they read

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	<p>values, notices etc. based on their actions and the things they say as well as on the things that other characters say about them</p> <p>45. reconstruct details about stories and retell story events in a coherent way</p> <p>46. compare stories they have read</p> <p>47. compare stories they have read with video versions of the stories</p> <p>48. express a personal response to stories e.g. whether they liked a story and say why or why not; also to say whether they would have acted differently from characters and give their reasons</p> <p>49. begin to use the language of literature to talk about literary texts</p>	<p>questions they would like to ask the author of a text they have read or one of the characters in the text.</p> <ul style="list-style-type: none"> • Introduce activities for developing speed and accuracy in reading. • Select themes that can be the focus of project work across the curriculum. Select related readings from the language arts and other subject areas so students can see how the theme can be explored in different subjects. • Refer to the suggested activities for Grade I and adapt and use them as necessary to help Grade II students consolidate learning. 	<ul style="list-style-type: none"> • Charts with checklists of questions to guide students as they prepare their planned oral presentations to share information about the books they have read. • Charts with checklists of questions to which students can refer as they try to work out story elements. • A drama corner with “costumes” [old clothing etc] for use in role plays • A good and interesting selection of stories with good illustrations. • A good and varied selection of poetry, including examples of different types and dealing with topics of interest to students at this level • Chart with striking examples of onomatopoeia drawn from selections they have read.
D. Vocabulary building	50. use contextual clues, previous knowledge and experience to figure out the	§ Work with students to create charts that show word families.	§ All the resources listed in the foregoing sections.

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	<p>meanings of unfamiliar words encountered in reading</p> <p>51. identify familiar words encountered in a variety of contexts in different text types</p> <p>52. identify personally significant words in different contexts</p> <p>53. identify words specific to subjects across the curriculum (at Grade level)</p> <p>54. use high frequency words automatically in their discussions about texts they have read and also in their oral and written work</p> <p>55. associate new words learned with other related words in their repertoires and with previous knowledge</p> <p>56. achieve ownership of new words by using them in discussions and in writing</p>	<p>§ Use cognitive organizers like semantic maps to show relationships between words.</p> <p>§ Guide students to create Word Banks in which they record familiar and new words and write the meanings of new words they encounter in their reading every day.</p> <p>§ Guide students to identify new vocabulary from readings across the curriculum and update their individual Word Banks by including the new vocabulary. Encourage them to write sentences that exemplify the meanings of these new words in their Word Banks.</p> <p>§ Use cards that show letter (symbol) / sound relationships for clusters and digraphs that students are trying to master.</p> <p>§ Encourage students to use the new words they encounter in texts in their oral and written work.</p> <p>§ Create word games that help students focus on using new words appropriately.</p> <p>§ Develop and use different kinds of sorting tasks. For instance, give students a group of words and ask them to sort the words</p>	<p>§ Materials to make word games and puzzles; art supplies, construction paper etc.</p> <p>§ Charts showing word families.</p> <p>§ Charts organized like hierarchical arrays that show the associations and relationships between words.</p> <p>§ A class Word Bank that incorporates significant words and new words encountered in daily reading. Develop the Word Bank as a class project during the year. Work with students to make entries based on new words encountered in reading.</p> <p>§ Individual Word Banks in which students record personally significant words and new words they encounter in group and independent reading.</p> <p>§ A reference dictionary.</p> <p>§ A children’s encyclopedia.</p> <p>§ A good literary selection,</p>

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	<p>57. identify and show that they understand (meanings signaled by) common inflectional endings of words</p> <p>58. show that they understand written words that convey specific meanings in texts read at Grade II level</p> <p>59. show understanding of words using short vowel clusters (e.g. <i>ou, oi, ow, au</i>) in texts at Grade level</p> <p>60. show understanding of words using regular double vowels (e.g. <i>ee, ea, ie</i> etc.)</p>	<p>into like groups. Let them work out the different ways in which the words can be sorted and have them create different headings for the categories.</p> <p>§ Present students with words that have already been sorted into groups and ask them to find the common element in each group.</p> <p>§ Create games that include the use of words in sentences that students generate.</p> <p>§ Reinforce new vocabulary through puzzles.</p> <p>§ Introduce reading selections: poems, riddles, limericks that focus on word play / the interesting use of words / on rhymes. Have students generate alternative rhyming words (that make sense) in selected contexts.</p> <p>§ Have a list of roots of words and various endings. Create activities that engage students in word building exercises by using different endings with roots.</p> <p>§ Choose a topic or have students choose a topic of interest. Write the topic on the chalk board or on a flip chart. Have students brainstorm to find words that come to mind when they think about the</p>	<p>including poems, limericks, riddles, proverbs, short fiction – that use words in interesting ways.</p> <p>§ Cut outs of crossword puzzles from children’s magazines.</p> <p>§ Materials for students to make their own crosswords, using new words that they encounter in their reading.</p> <p>§ Bristol board and used computer print with clean pages.</p> <p>§ Paints, brushes and crayons.</p> <p>§ Teacher resources – Collaborate with other language arts teachers to create appropriate cloze exercises.</p> <p>§ A variety of objects for use to stimulate generation of descriptive words that convey sensory impressions.</p>

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		<p>topic / that they associate with the topic. Have them create word groups and link them based on the closeness of association of the words generated.</p> <p>§ Create flash cards with individual letters and some with short vowel clusters and regular double vowels. Have students find words from reading selections / or provide examples from their Word Banks that use these letter combinations. Help them to formulate simple rules after such activities that explain why the letter combinations cannot fit in certain contexts.</p> <p>§ Set up “word cloze” exercises using some familiar words as well as new words students have encountered in their reading. Delete key letters (or letter combinations that they have been working with) and place the word within the context of a sentence. Have students figure out the word that would fit in the context.</p> <p>§ Teach children how to use the dictionary to verify their hunches about the meanings of unfamiliar words / or known words used with new and unfamiliar meanings.</p> <p>§ Integrate vocabulary work with oral</p>	

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		activities and choral exercises that involve the recitation of selections that use the new vocabulary.	
E. Reading and Writing Connections	<p>61. write down some sentences about books they have read</p> <p>62. use different formats (e.g. writing, drawing, role play) to show their response to stories they have read</p> <p>63. keep a reader response journal in which they write down the texts they have read and write one or two sentences that say what they thought about them</p> <p>64. share the stories they have written and elicit feedback from others (peers, teacher, friends) on them</p> <p>65. use reading as a resource for writing</p>	<p>§ Elicit students' personal responses to the books they read [not set questions on the text, but encourage talk about the books, the things students liked or did not like and their reasons]</p> <p>§ Create an environment for shared reader response e.g. in small groups, pairs or whole class groupings. Arrange also for individual conferencing with students.</p> <p>§ In whole class or group discussions, write down students' comments about books on the board then guide them to organize their sentences to form brief commentaries about the book. These can be illustrated and incorporated in the class magazine or put on display.</p> <p>§ Have individuals and groups act out stories they have read.</p> <p>§ Have them use character profiles from their reading to generate new stories.</p> <p>§ Have the students write a letter to the author of a book they have read to say what they thought about it or have them write a letter inviting the author to visit their class [some local authors might</p>	<p>§ All the resources identified in the foregoing sections, especially exercises to be used as reader response journals.</p> <p>§ Newsprint or suitable alternative for creating class newspapers / magazines.</p> <p>§ (Auto)biographies of authors – adapted for use at level.</p> <p>§ Blurbs and bios on the back covers of books to get information about authors.</p> <p>§ Tape recorder and microphone for authentic recordings of role plays. Students can listen, reflect on and discuss their performance, language etc.</p> <p>§ <i>Teacher as resource</i> to make use of opportunities for helping students to see the connections between reading and writing and to guide students in meaningful activities.</p>

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		<p>actually be able to visit]. Use this as an authentic opportunity for teaching the letter as a text type.</p> <p>§ Have students generate questions that they would ask the author of a book they have read if they had the opportunity to interview him / her.</p>	
F. Attitudes and Interest	<p>66. show a positive attitude towards reading</p> <p>67. show willingness to try out new books and search for new material in the reading corner or school library</p> <p>68. show interest in listening and responding to stories read by the teacher or other students</p> <p>69. read for various purposes and set purposes for reading</p> <p>70. select texts for reading based on interest</p> <p>71. keep and develop a Word Bank</p>	<p>§ Encourage students' efforts at reading and provide support and guidance when they attempt new texts that may be at a slightly higher level of difficulty.</p> <p>§ Continue to read to students and solicit their responses. Encourage other students to comment when students retell their stories or talk about the books they have read.</p> <p>§ Guide students to select appropriate reading materials based on their needs (for information, for pleasure / enjoyment).</p> <p>§ Guide students to make good reading choices.</p> <p>§ Arrange for individual conferences with students to discuss their progress in reading, to respond to individual needs and to help them set goals for their development as readers.</p>	<p>§ Resources listed in the foregoing sections.</p> <p>§ Charts with checklists to which students can refer easily. Pin these up in appropriate places in the class.</p> <p>§ A selection of readings from subjects across the curriculum.</p> <p>§ Teacher as resource to model, guide, help students gain confidence as readers, to select a range of appropriate texts for students to read, to guide students to make good reading choices and to create an atmosphere that fosters a love of reading.</p>

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		<ul style="list-style-type: none"> § Continue to model reading behaviours and strategies. Model reading aloud with expression. § Arrange, as far as possible, for flexibility in seating arrangements to facilitate small group and individual tasks. § Arrange to have students invite a reader to visit the class (e.g. a willing and able parent or other interested adult to read a story to the students. § Provide opportunities each day for the students to read independently and silently. § Create an atmosphere in which the students feel comfortable to take risks with reading – e.g. to try out new and unfamiliar materials – perhaps slightly more challenging. § Work with students to develop checklists that they can use as guides for preparing planned oral presentations on different subjects or on books they have read. 	

II. General Outcomes for Writing

By the end of Grade II students should be able to:

1. show ability in the specific outcomes listed for Grade I
2. use a small range of different text types, e.g. friendly letters, lists, narratives, telephone messages, simple advertisements
3. use a range of high frequency and personally significant words in their writing
4. experiment with different ways of writing sentences
5. use some writing process strategies to create a good writing product.

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III. Writing			
<p>Writing for different Purposes</p> <p>A – 1 Writing for self</p>	<ol style="list-style-type: none"> 1. use a diary to record personal experiences and feelings 2. keep and maintain a personal response journal to write about the books they have read 3. write some lists, e.g. homework list, list of things to do 	<ul style="list-style-type: none"> • Talk about different text types and formats e.g. for a diary, for a reading response journal, lists. • Bring in examples of diary and reading logs / response journal entries; discuss them with students and help them to determine the characteristics of the different types. Provide authentic opportunities for students to experiment with and to use the different types. [Note: students’ own diary entries should be treated as personal and they should not be forced to share these if they do not wish to do so.] • Talk about what makes the books they have read interesting. Have students identify aspects of a text that they find interesting and let them write their responses in their reading logs. • Introduce art-work to have students create and illustrate their own loose leaf journals. 	<ul style="list-style-type: none"> • Examples from literature of diary entries. • Some samples of reading response journal entries from the previous class. • Exercise books, art materials, ticky-tack for pasting up charts etc. Bristol board for journal covers. • Pens, paper for writing their story drafts.
<p>A. 2. Writing for a chosen audience and for academic purposes</p>	<ol style="list-style-type: none"> 4. write friendly, informal letters to familiar people 5. write more formal letters to less familiar people 6. write to convey different messages, e.g. to make a request, to invite someone to an event, to apologise, 	<ul style="list-style-type: none"> • Create authentic situations for students to write to “real” audiences; e.g. letters to friends, classmates, family, pen pals. • Allow students to write a slightly more formal letter e.g. to the Principal to explain lateness. Discuss differences between the letters intended for different audiences [e.g. 	<ul style="list-style-type: none"> • Good samples of texts for reading that illustrate the particular type students are being asked to write; e.g. letters, announcements, advertisements. • Large sheets of paper for writing down students’

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	<p>to inform someone about something</p> <p>7. shape a written communication to the intended audience</p> <p>8. fill out simple forms; e.g. an application form to join the library</p> <p>9. write to experiment with different text types; e.g. labels, posters, simple announcements; lyrics, poems, jingles, stories, letters</p> <p>10. write simple explanations of how to do something or how something works</p> <p>11. write simple directions</p> <p>12. write a simple report of an incident or an experiment</p> <p>13. write an account of an event / incident</p> <p>14. write simple descriptions of objects, people, places</p> <p>15. use simple linking words / connectives / transitions appropriately to link sentences and paragraphs</p>	<p>difference in tone and level of formality].</p> <ul style="list-style-type: none"> • Teach friendly letter formats; help students to discover [through use of examples] how tone would be adjusted depending on addressee. • Have students talk about the appropriateness of language and tone to intended addressee based on relationship and status (e.g. more formal tone for older individuals in positions of authority). • Introduce an example of a formal letter format as a reading stimulus / pre-writing exercise. • Bring to class and have students bring in examples of invitations intended for different events e.g. a casual invitation to a friend to an informal birthday party; an invitation to a Grade II class from another school to visit on open day. • Use blank (authentic) library application cards from the children’s library / photocopy and guide students to complete them. Encourage them to actually join the library. • Organise (a) visit(s) to the library; use this as an opportunity to have students list the books they would like to borrow and read. 	<p>dictated samples of letters and for lists.</p> <ul style="list-style-type: none"> • Sample forms of different types that students may be likely to use. • A good selection of literary material, stories, West Indian and other. • Field trips to provide stimuli for different class activities. • Stencils of different sizes for students to create posters etc. • Photocopies of materials to be used as stimuli for various tasks. • Good samples of children’s magazines. • The resources listed in the foregoing sections. • Loose-leaf binder for class collection of students’ writing.

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		<ul style="list-style-type: none"> • Arrange a field trip to observe environmental signs, posters and bill board advertisements in the community. Have students make a list of the different signs they see and make notes on some of the ways in which they differ. • Create opportunities for the students to work in small groups to sort their information into appropriate categories. Use this and other opportunities to teach them to formulate good headings and captions. • Have students work in small groups to design signs, posters / announcements and advertisements for selected purposes e.g. the up-coming school fair; sports day; open day etc. Use the products created by the children. • Bring in samples of different songs (e.g. folk song / ballad – integrate with listening/ speaking activities. Have students talk about the message of the lyrics and other “literary” features that the songwriter uses. Follow up with appropriate writing activity. [e.g. students could have a go at writing their songs]. • Provide opportunities for students to write their own rhymes and poems and to share 	<ul style="list-style-type: none"> • Manila folders for individual portfolios. • A Science corner for observation of experiments done by students. Example, seed germination; integrate with report writing – report of an experiment and also writing explanations of a process. • Visual stimuli for concepts covered in the language arts and subjects across the curriculum. • Resource people from the community to give short presentations to the children. • Selected materials from subjects across the curriculum to use as stimuli for writing tasks. • A writing centre with various resources [refer to Grade I list of resources].

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		<p>and discuss these in class and in conferences with the teacher.</p> <ul style="list-style-type: none"> • Teach expository writing skills; e.g. teach students to write simple instructions; integrate with subjects across the curriculum as appropriate. • Provide examples of good explanatory / informational paragraphs from texts in other subjects. • Teach students how to develop a paragraph. • Guide students on how to keep portfolios of their writing during the year. Use the writing samples to discuss the progress of individuals. Also, use the portfolios as a basis for continuous assessment. • Teach students to use linking words appropriately and to use subordinate as well as coordinate clauses [through the choice of cohesive / linking words that are selected e.g. have students fill in the appropriate words in a paragraph from a list. Discuss the choices focusing on why certain words work better in certain contexts than others. • Have show and tell activities. Integrate with writing and teach basic principles of writing simple and effective descriptions. Bring in examples of good descriptions as 	

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		<p>part of reading to be done. Talk about what makes the descriptions in the examples good or not.</p> <ul style="list-style-type: none"> • Focus on developing critical reading and integrating with writing. Orient students to the appropriate use of adjectives, the use of vivid nouns and exact verbs in the reading material and how they can use these to create pictures / images in their own writing.. • Use different pre-writing strategies to help students unlock their ideas [e.g. discussion, short reading selections that illustrate the type of writing students are being asked to write; brainstorming etc.]. • Continue to have shared / group reading activities in which you read to students and discuss selected reading materials with them. • Set up a class post office / invite a resource person from the post office to explain to students what happens to a letter once it has been mailed. • Arrange a field trip to a post office / to a newspaper publishing plant / others of interest to students. Make appropriate selections based on projects students are working on. 	

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B. Process strategies	<p>16. use different strategies to generate ideas for writing e.g. brainstorming, reading, reflecting on experiences</p> <p>17. select topics / subjects for writing</p> <p>18. use webs / clusters / to organize their ideas for writing</p> <p>19. read over writing, reflect on it and talk about it</p> <p>20. use some proofreading strategies [e.g. reading to check for completeness of sentences and revising as needed]</p> <p>21. use checklist of questions as a guide to revising their written work</p> <p>22. talk about their writing in sharing activities</p> <p>23. solicit feedback from others about their writing and discuss the feedback given</p> <p>24. revise their writing as needed based on feedback from others and their own critical reading of it and prepare a clean, corrected copy</p>	<ul style="list-style-type: none"> • Engage students in pre-writing activities that help them to focus on the specific writing task. • Provide models of the relevant text type for critical reading and discussion. • Work with students to create checklists of questions that they can use as guides to help them revise and edit their work. • Provide opportunities for students to engage in sharing and providing feedback to each other on the stories and other types of writing that they do. • Help students to decide on an audience for whom the writing is intended [i.e. other than teacher] and to shape the writing to suit that audience. • Create an “author’s session” in which individuals can present to the whole class. • Create a writing corner in which students can prepare their final drafts for display. 	<ul style="list-style-type: none"> • The resources listed in the foregoing sections. • Texts that are good illustrative examples of the type of writing students are attempting for critical reading and discussion in pre-writing activities. • Charts with checklists to focus students on different aspects of writing and to guide their revision and proofreading activities. • Scrap paper for students initial attempts / drafts. • Art materials: coloured pencils, crayons, paints. • Materials for students to compile their best work into books. Loose pages, glue, ribbon. • Teacher as resource to organize appropriate activities, provide support; respond to students’ writing in appropriate ways; to

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			provide interesting stimulus materials and to create a nurturing learning environment.
D. Writing conventions	25. control the shape of most letters, especially upper case letters 26. use capital letters at the beginning of sentences and for names 27. use full stops at the ends of sentences 28. use the question mark 29. use cursive writing for extended tasks 30. use appropriate spacing between words 31. be more consistent with legible handwriting	<ul style="list-style-type: none"> • Provide opportunities for students to practise penmanship and to gain control. • Dictate texts that focus on some important information to be learned and that will evoke high attention. Orient students to the importance of listening to the dictation carefully. • Model writing for students by taking down some of their dictated stories and news every day. • Praise efforts and progress. 	<ul style="list-style-type: none"> • Appropriately lined paper to facilitate students' attempts to shape their handwriting. • Punctuation charts that demonstrate the use of full stop, capital letters, question mark. • Alphabet charts with upper and lower case letters as well as sample writing charts with cursive style.
D. Vocabulary building and spelling	32. use new words in writing 33. use specialized vocabulary that is appropriate to their age level and particular types of writing – as needed in cross curricular subjects 34. create and use a Word Bank productively	<ul style="list-style-type: none"> • Guide students to incorporate new words they encountered into their Word Banks and to use them in writing. • Help students to use their Word Banks productively • Schedule time within writing activities to help students learn how to spell. Plan activities based on students' needs. 	<ul style="list-style-type: none"> • Cards with new words printed on them. • Building blocks for putting parts of words together to form complete word. • Charts for listing word groups according to topic or family.

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	35. use a spelling log to develop strategies for spelling correctly 36. learn to / know how to spell a variety of high frequency words that they encounter in reading and attempt to use in their writing 37. use spelling strategies as part of writing 38. use a dictionary to verify spelling and meanings of high frequency words 39. distinguish between contractions and full forms of words 40. show that they can distinguish between homophones 41. spell high frequency words at Grade II / level correctly	<ul style="list-style-type: none"> • Help students create spelling logs and to use strategies for learning to spell high frequency words at age level correctly. • Encourage students to use reflection and self- questioning to create links between known words and new words that they encounter during reading. • Teach students how to segment longer words as a way of learning to spell them. • Teach students to look for common letter sequences and visual patterns in words. • Use homonym cloze exercises with students to help them to learn differences between homonyms. Use a text and extract words with homonyms. Provide a list with word pairs. Students need to fill in the blanks by selecting from the list of homonyms given. • Teach students how to use the dictionary and thesaurus. • Use cognitive organizers [e.g. semantic maps and feature grids] to help students group words that are associated with each other. • Talk about word choice in the context of writing. Introduce connotation and have 	<ul style="list-style-type: none"> • Passages that can be used for cloze activities; e.g. homonym cloze activities. • Dictionary and Thesaurus • Chart with letter clusters for reference/ • Pin up charts with lists of words frequently encountered in reading and used in students' writing. Provide connotations for words [e.g. for the word walk, the following list of connotations can be generated with students in discussion: stroll, skip, shuffle, stride etc.].

Domains and Categories	Specific Learning Outcomes. Knowledge, Skills, Attitudes. <i>By the end of Grade II students should be able to:</i>	Sample Activities <i>The activities listed here constitute a sample that may be used as appropriate for selected outcomes. They are not matched one-to-one with the learning outcomes in the section. Teachers should supplement these with other activities</i>	Suggested Resources <i>The resources listed may be used with a range of the activities indicated. Teachers may select those most appropriate to a given activity</i>
		students select from pin up charts [or from their Word Banks or Thesaurus] the best word[s] for a particular context in their writing.	
E. Grammar	42. use basic sentence patterns accurately 43. use singular and plural forms 44. use possessive endings for singular and plural forms 45. show understanding of the difference between and the use of the 3 rd person plural, plural possessive and existential <i>there</i> (i.e. <i>they, their, there</i>) 46. use verbs in present and past forms accurately and as appropriate to specific writing assignments 47. use adjectives appropriately 48. experiment with using varying sentence patterns in independent writing	<ul style="list-style-type: none"> • Teach grammar as needed by students; i.e. arising from perceived student need as their writing is monitored. • Monitor children’s writing and oral work on a regular basis to determine how they are progressing with the acquisition of English and the use of decontextualized language. • Keep a notebook with specific pages allocated to individual students and make notes on their individual needs based on your monitoring of their use of language in reading and writing conferences and in their written work and other oral contributions in class. • Teach the grammar that children need within the context of writing also. Help them to revise and edit their work so that they can develop the ability to self-correct and proof read their work efficiently. • Teach students the difference between 3rd person plural <i>they</i> as in <i>They are going to school</i>; existential <i>there</i> as in <i>There are many books on the table</i> and possessive plural <i>their</i> as in <i>The girls want their dinner</i> 	<ul style="list-style-type: none"> • A rich variety of reading materials that use different sentence patterns. • Pin up charts with examples of basic sentence patterns. • “Character” chart on which the functions of word classes (noun, verb, adjective, adverb) are depicted. Students can use the chart to check their work during proofreading. • Pin up charts with checklists. Also smaller cards with checklists (that individuals can use) in the writing corner • List of resources in foregoing sections for making charts and creating games.

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		<p><i>now.</i> Teach these if there is a perceived need for it based on student error. If students already use these forms correctly in their writing there is no need to teach them.</p> <ul style="list-style-type: none"> • Work one-on-one with students who have specific problems as part of the writing conference. Model the grammar forms with reference to the sentences students have used in their writing so they can see the relevance and relatedness to their own output and to raise their awareness about the accurate use of the form in question. • Teach students how to vary their use of sentence types in their writing to create interest. • Each week go through the list of the errors made by individuals – as noted in your notebook – and isolate the common types of errors, i.e. the errors made by most of the children. Teach mini grammar lessons that focus on one error type at a time and provide practice for reinforcing correct use. • Prepare proofreading checklists that include checks for the grammar forms that students used inaccurately in their writing and that you taught. • Include grammar games as a means of 	

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		teaching grammar [see examples in the <u>Teachers' Guide</u>]. These are fun for students to do and they also raise awareness of correct use of the forms. Collaborate with colleagues to create additional games for the different grammar points you intend to teach.	
F. Attitudes and Interest	<p>49. show willingness to share their writing, respond to the writing of others and give feedback</p> <p>50. respond appropriately to feedback given by teachers and peers on their writing</p> <p>51. show willingness to revise initial drafts of their writing based on the feedback they receive and their own critical reading</p> <p>52. continue to work on a writing task until it is completed in a satisfactory way</p> <p>53. show a positive attitude towards learning to spell new words</p> <p>54. use appropriate strategies for learning to spell unfamiliar words</p> <p>55. show willingness to work at writing conventions and to write legibly</p>	<ul style="list-style-type: none"> • Organize time for individual students to share their writing with each other and to give feedback to each other. • Schedule time for writing conferences with individuals and small groups for the purpose of discussing students' work with them and for monitoring their progress and giving guidance. • Provide opportunities for students to practise oral and written use of the language every day. • Design and paste up, in appropriate places, checklists for process concepts that will help students to revise and edit their work. • Teach writing and spelling strategies. • Model strategies and use of metacognitive abilities e.g. think aloud to demonstrate mental steps of working through a problem. • Integrate the domains of the language arts. 	<p><i>Teacher as a resource to:</i></p> <ul style="list-style-type: none"> • model various strategies • provide good models of language • demonstrate appropriate and positive attitudes towards work • provide authentic purposes for writing • introduce students to interesting books • provide useful and interesting learning experiences • teach students how to learn and how to use strategies for problem solving • teach students how to develop their own resources and how to find other resources that they might need for writing • provide feedback to students on their writing and to encourage them to

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	56. show willingness to correct their writing and grammar	<ul style="list-style-type: none"> • Teach grammar within the context of writing and based on student need. 	experiment with writing different text types [see reading outcomes].

Evaluation and Assessment

The suggestions given for the evaluation and assessment of the Grade II student are similar to those presented for Grade I. The recommended principles remain the same, namely, that a comprehensive evaluation of the students' progress be undertaken as an ongoing part of instruction throughout the year in Grade II. Assessment will form one component of evaluation that will allow teachers to use specific tasks in a more test-like context to determine student performance on specific learning outcomes. The forms of evaluation that are suggested and that are elaborated in the Teachers' Guide will provide the teacher and school with a good picture of where the learner is at given points in time. Because the evaluation incorporates more than just discrete tests, that information can be used with parents in conferences and it will give parents and caregivers a better picture of how their child / ward is progressing. The evaluation will also help to inform further teaching. As in Kindergarten and Grade I, the children's progress in all domains of the language arts should be monitored on a regular basis. *The emphasis in Grade II also should be on teaching rather than on testing. The programme should include more activities that will teach learners how to learn and develop as responsible independent learners.* The suggestions given in the activities section of the curriculum for Grade II as well as in the Teachers' Guide and in the following list will facilitate these goals.

1. create dossiers or folders for each child to keep samples of the child's work: stories, art work, project work that incorporates subject areas across the curriculum;
2. keep a special folder for the specific samples of the child's work and the tasks that you set to provide a more specific assessment. Include in this folder: the outcomes of tasks given for specific assessment; observation forms, checklists, your observation notes on the child's progress in all the domains of the language arts
3. refer to the evaluations done in Grade I and where necessary do a diagnostic to determine the child's language proficiency when he / she enters Grade II. Modify the oral checklist provided in the Teachers' Guide for this purpose
4. have conversations with the students individually to determine their progress with oral language throughout the year; use the oral language checklist at different stages to monitor their progress (keep successive record forms in their dossiers for comparison to determine how well they are doing); create additional oral language evaluation checklists by incorporating some of the learning outcomes that you have focused on
5. take a record of each child's reading behaviours to determine what a child can do at a particular point in time and to get a good idea of the child's progress over time; (refer to the Teachers' Guide for sample record forms and for the procedure which should be followed); the reading record form can also be modified to incorporate specific outcomes from the list (in the curriculum) that you have emphasized
6. keep a record of each child's writing; a form with a checklist should be made out for each child at different stages; a sample form and procedures for monitoring are included in the Teachers' Guide;
7. use individual and small group conferencing to check the children's progress in both reading and writing and to give them feedback
8. use the individual conference to talk with the student about his / her progress and to help the student set and achieve new and challenging goals in reading and writing

9. use story charts as one of the ways of monitoring their responses to literature. Keep students' responses in their dossiers to form part of their overall evaluation.
10. provide immediate feedback orally and in response journals on children's efforts in reading and 'writing'.
11. since some of the children will be dialect or non-native English speakers you should monitor especially their acquisition of language for oral communication. Refer to the Teachers' Guide for more specific guidance on providing support and for evaluating children who are learning English as a second language in your classroom
12. monitor all the children's language development for school purposes (i.e. the development of decontextualized language). Use some of the suggested activities in the curriculum under the *developing school language* sections as tasks for assessing [at specified points] their use of decontextualized language. Observe the children as they use language during interaction as well as when they make more "formal", planned presentations (e.g. in show-and-tell activities, in giving simple reports on Science projects, field trips etc.) to determine their progress in acquiring English for school use.

Evaluation forms with relevant criteria for content have to be prepared for each of the domains indicated. The emphasis of assessment in each case is to determine the development of key behaviours set out in the outcomes and to evaluate students' progress on an on-going basis throughout the year. Here, as in Grade I, the emphasis is on teaching rather than on testing as a discrete one-shot exercise at the end of term or year, although you can build in some specific assessment tasks to get specific information about student performance on discrete tasks. The Teachers' Guide also provides further elaboration with regard to the points included in the following Table. These provide a broad framework for the areas on which evaluation might focus.

Assessment in Grade II	General Guidelines/Suggestions for assessing domains
<p>I. Listening and speaking</p>	<p>At the start of the year use the oral evaluation checklist for Grade II to assess the students' abilities in this domain. The checklist should cover selected critical learning outcomes that should have been mastered in Grade I.</p> <p>Do a comprehensive evaluation of students' oral communication abilities. Keep a dossier to record development throughout the year. This should contain:</p> <ul style="list-style-type: none"> - teacher's notes made during monitoring activities with students; - notes / comments on weekly / bi-weekly assignments - evaluations from planned presentations - outcomes of tasks used to assess specific outcomes / groups of outcomes - mid-term / end of term test scores - student self-assessment forms / peer assessment forms on specific tasks and assignments in which student evaluation is allowed by teacher <ul style="list-style-type: none"> • Evaluate the students' communicative use of language; i.e their ability to convey messages. • Monitor their acquisition of book (decontextualized) language. • Incorporate the children's own evaluations of their oral communication as part of the overall assessment. • Evaluate overall listening and speaking abilities in informal interactions / interpersonal exchanges (here choice of language code need not be a critical criterion; the important criteria will include those related to overall communicative competence, such as the ability to initiate, maintain and repair conversations and some kinesthetic aspects relevant to informal interaction • Assess ability to use English for specific communicative purposes in the classroom and use of decontextualized language e.g. for planned presentations etc. • Assess listening comprehension. • Assess vocabulary development and grammar as part of overall evaluation of oral communicative development, particularly as this applies to the use of language for school purposes.
<p>II. Reading</p>	<ul style="list-style-type: none"> • At the start of the year try to get a picture of what the student has learned over the course of Grade I and determine whether the student has made more progress over the holidays. To do this, take a record of the student's reading behaviour and calculate the student's reading at Grade II level. • Evaluate the progress over the year by monitoring and assessing the outcomes and groups of outcomes listed in the curriculum for Grade II under the following sections: A - Texts: Content, Context and Organisation B – Word recognition; decoding and the development of fluency

Assessment in Grade II	General Guidelines/Suggestions for assessing domains
	<p>C – Understanding (Comprehension): Constructing meaning in texts; ability to read and to think critically. Also monitor ability to use reading strategies effectively.</p> <p>D – Vocabulary development.</p> <ul style="list-style-type: none"> • Take records of students’ reading levels at least once a month to determine their strengths and weaknesses and their readiness to move on to more challenging books / materials. Note: This is different from reading comprehension exercises with a fixed set of questions. Take the time to learn how to take records of students; reading abilities.
II B. Response to Literature	<ul style="list-style-type: none"> • Use the dossier as described in the foregoing sections. In addition to samples of the students’ written work and your own observation notes on their response to literature, include scores / grades on specific outcomes or groups of outcomes listed. Include also evaluations of their planned presentations on books they have read and incorporate your observation notes on their contributions during shared reading activities.
III. Writing	<ul style="list-style-type: none"> • At the start of the year assess students’ writing ability by collecting one or two samples of writing in which they use different text types [e.g. narrative, expository] and use this as a basis for deciding the teaching emphases in the early weeks to consolidate concepts learned in Grade I. • Use the student portfolio with samples of writing done throughout the year. Have students include in their portfolios one or more samples of different text types. Students need to know from the beginning that their portfolios will be used to assess their work during the year. • Give specific tasks to assess students’ ability to use different types of writing [e.g. the friendly letter; giving instructions / directions; explaining how to do or make something – i.e. expository writing; descriptions and stories]. • Monitor and evaluate students’ use of process strategies and their ability to use class (and self) generated checklists as guides to revision and editing of their work. • Incorporate into the writing evaluation students’ oral and written comments on the writing of their classmates during sharing activities. • Evaluate the writing conventions: handwriting / penmanship, punctuation and other conventions listed in the outcomes document. • Assess vocabulary development, spelling and grammar as part of the overall assessment of writing ability [See <u>TG</u> for suggestions] • Use dictation and occasional spelling dictations (as suggested in the TG) to assess specific content areas. In addition, assess overall control of conventions in dictated selections. • Also assess vocabulary through displayed mastery, appropriate use and initiative (flair for diction) in written samples and in individual student’s maintenance of their Word Banks.

Glossary of terms used in the K – Grade II curriculum

Cooperative learning	-	This refers to a particular type of grouping used in instruction. Students are grouped for the particular purpose of working on a task. Each student has a specific role to play and the success of the task depends on each individual performing his / role.
Creole	-	A language that develops as a result of contact between two languages and which has a grammar that is more elaborate than a Pidgin which is the first language that emerges out of a contact situation between speakers of two different languages
Decontextualized language	-	Also referred to in this curriculum as School language or book language. This refers to the language that is used for expository purposes (e.g. for reporting, explaining, making planned speeches etc). It is the language that is needed for success in school.
Deictic	-	[Pronounced dai –k –tic] Related to deixis, [pronounced dai – k – sis]; has to do with location in relation to a speaker and of direction of movement in relation to a speaker; come / go; here / there etc.
Dialect	-	A variety of language which embodies the speech habits of a group in a particular Geographic area.
Educational talk	-	Talk about concepts and content of subjects; this is contrasted with “managerial talk” which involves giving directions for behaviour etc. [Teachers often take up most of teaching time using “managerial talk” than talk about school work.]
Grapheme	-	A character (e.g. letter) in writing.
Graphic organizer	-	Any type of graphic e.g. chart, semantic map which is used to organize Information so as to make it more comprehensible / easier to access
Interaction(al)	-	Refers to a communicative exchange – interpersonal communication is a type of Interaction. This is contrasted with transactional which refers to language used primarily to convey information and to conduct business.
Inventive spelling	-	Spelling that is pre-phonetic or semi-phonetic. Children use this type of spelling in the early stages of development. They tend to leave out certain letters. An example <u>Wa cup</u> for <u>wake up</u> [example taken from a Caribbean student.]
Morphographic	-	Used here specifically to refer to students’ ability to include affixes to show the structure of a word
Morphophonic	-	The combination of sound and meaning. Also refers to a stage of spelling when

Paralinguistic	-	Students add suffixes and prefixes and can spell multisyllabic words.
Phonics	-	An aspect of vocal behaviour e.g. loudness, pitch; tone of voice etc.
Realia	-	An approach to teaching decoding which focuses on the sounds of language.
	-	Refers to the authentic [real – life] objects we use in instruction. Forms part of Jargon used to refer to classroom instruction
Semantic Map	-	A type of graphic organizer which allows for clustering elements on the basis of their meaning relations.
Stress pattern	-	The emphasis placed on a syllable in relation to another.
Story grammar	-	The structure of a story – <i>Beginning / Middle</i> and <i>End</i> comprising: Setting, complication of a plot and resolution respectively.
Word Bank	-	A repertoire of words learned. Also the exercise book in which this vocabulary is written down. The words are usually written down with one or more of their meanings and examples of sentences showing their use.
Word boundary		Where one word ends and another begins. When students write they need to that certain expressions consist of a group of words and not just one; example, the group <i>alotof</i> has to be processed as a lot of.